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*CLINICS, *TEACHER PROGRAMS, *GUIDES, TEACHING GUIDES, PROGRAM GUIDES, CURRICULUM GUIDES, *TEACHER EDUCATION, TEACHER QUALIFICATIONS, *OFFICE OCCUPATIONS EDUCATION, VOCATIONAL EDUCATION, WORK EXPERIENCE PROGRAMS, EMPLOYMENT QUALIFICATIONS, JOB TRAINING, BUSINESS EDUCATION, DISTRIBUTIVE EDUCATION, REGIONAL PROGRAMS, DETROIT, MICHIGAN

A REPORT SUMMARIZES THE RESULTS OF A SERIES OF OFFICE OCCUPATIONS TEACHER EDUCATION CLINICS IN WHICH SUGGESTED GUIDELINES WERE DEVELOPED FOR THE PREPARATION OF OFFICE OCCUPATIONS TEACHERS. A SERIES OF CLINICS GAVE THE OPPORTUNITY FOR LEADERS IN THE FIELDS OF OFFICE OCCUPATIONS EDUCATION AND BUSINESS EDUCATION TO ESTABLISH MINIMUM REQUIREMENTS FOR OFFICE OCCUPATIONS TEACHERS. PHASE ONE WAS A PLANNING CLINIC HELD MARCH 7-10, 1966. THIS CLINIC, COMPOSED OF CITY AND STATE EDUCATION SUPERVISORS, TEACHER EDUCATORS, AND CONSULTANTS, DEVELOPED PRELIMINARY GUIDELINES. AFTER REVISION, THE GUIDELINES WERE MAILED TO ABOUT 1,200 CITY AND STATE SUPERVISORS AND TEACHER EDUCATORS FOR COMMENT. PHASE TWO WAS A SERIES OF NINE REGIONAL CLINICS, HELD WINTER-SPRING, 1966. A CONSULTANT FROM EACH OF THE NINE H.E.W. REGIONS PRESENTED THE PRELIMINARY GUIDELINES AT A CLINIC IN HIS REGION. REACTIONS WERE OBTAINED AND REVISED DRAFTS PREPARED. PHASE 3 WAS A NATIONAL CLINIC HELD JUNE 1-3, 1966. REVISED GUIDELINES WERE REVIEWED, NEW ONES PROPOSED, AND A FINAL SET DERIVED. PLANS WERE MADE TO EDIT AND DISSEMINATE THE GUIDELINES TO ALL CITY AND STATE SUPERVISORS OF OFFICE OCCUPATIONS EDUCATION AND BUSINESS TEACHER EDUCATORS IN THE UNITED STATES. PHASE 4 WAS AN EDITORIAL COMMITTEE HELD JUNE 4-6, 1966. AN EDITORIAL STAFF REVIEWED AND REVISED THE GUIDELINES DEVELOPED IN PHASE THREE. THE FINAL SET OF 19 GUIDELINES WERE PRESENTED IN THE REPORT. (JC)

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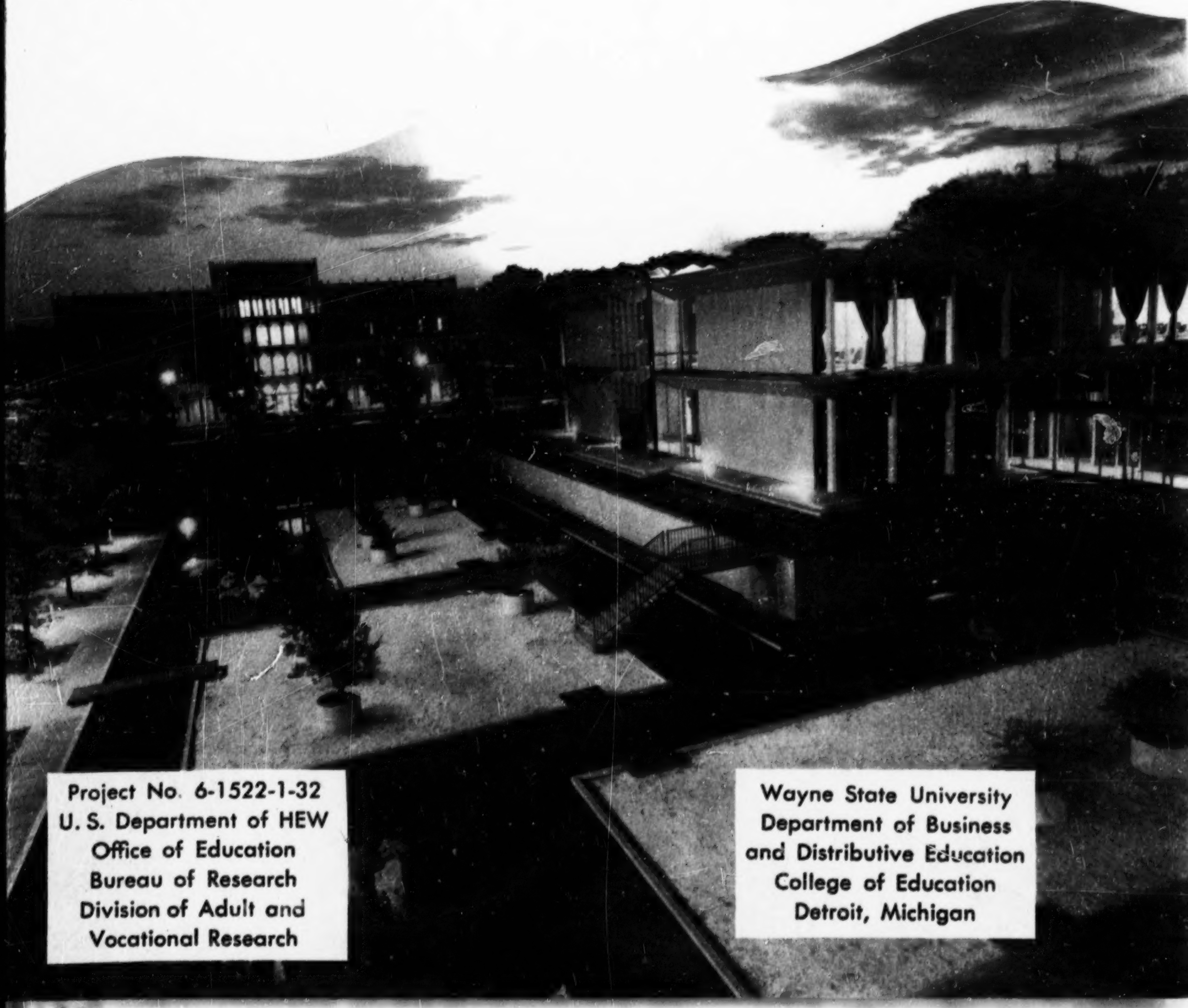
GUIDELINES FOR THE PREPARATION OF OFFICE OCCUPATIONS TEACHERS



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Office of Education
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Division of Adult and
Vocational Research

Wayne State University
Department of Business
and Distributive Education
College of Education
Detroit, Michigan

OFFICE AND BUSINESS EDUCATION TEACHER TRAINING CLINICS

Project Number 6-1522-1-32

(OEG-3-6-061522-0437)

Fred S. Cook, Project Director

Wayne State University
College of Education
Detroit, Michigan

1966

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PREFACE

The following report is the result of a series of Office Occupations Teacher Education Clinics in which 19 suggested guidelines were developed for THE PREPARATION OF OFFICE OCCUPATIONS TEACHERS.

The Clinics were funded through the United States Office of Education, for $39,176 from the periods January 1, 1966 to July 31, 1966, Project No. 6-1522-1-32. The Fiscal Agent was Wayne State University; the Project Director was Dr. Fred S. Cook, Chairman, Department of Business and Distributive Education, Wayne State University, Detroit, Michigan.

The writer wishes to acknowledge the significant contributions of Mr. Daniel Brown and Miss Christine Michaels, Instructors at Wayne State University who served as Assistant Project Directors, as well as Miss Barbara [illegible], Project Secretary, and Mr. Thomas Broder, Office Assistant.

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SUMMARY

GUIDELINES FOR THE PREPARATION OF OFFICE OCCUPATIONS TEACHERS*

These guidelines are addressed to THOSE RESPONSIBLE FOR THE PREPARATION OF OFFICE OCCUPATIONS TEACHERS.

INTRODUCTION

1. General Background

Under the Vocational Education Act of 1963, provision was made for initial, refresher, and upgrading programs in vocational education in the office occupations. The activities at the OFFICE OCCUPATIONS TEACHER EDUCATION CLINICS were designed to support the program authorized, defined, and encouraged by the Act.

Today, the office worker organizes data for decisions, supervises and controls activities, coordinates activities, and provides for communication of information. No decision can be better than the information upon which it is based, and the office worker provides and processes the needed data. Office automation is changing the speed and the methods of doing office work. The day of the quill pen is gone; the day of the printout is here. For example:

1. Office work is the second largest employment classification in the United States; more than 16 percent of all employed persons are involved in office work.

2. Office work is the largest employment field for women; approximately one out of three employed women works in the office.

3. There is a shortage of and a continuous demand for more office workers.

4. More sophisticated offices require more sophisticated preparation of office workers.

5. Eleven percent of the boys and 58 percent of the girls who do not attend college enter office work; together they comprise about 40 percent of all high school graduates.

Office occupations education, a part of business education, has been defined as, "that body of subject matter and combinations of courses and practical experiences, organized into programs of instruction to provide opportunities for pupils to prepare for and achieve career objectives in office occupations." The office occupations into which they may go include:

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*Developed at a series of Office Occupations Teacher Education Clinics in 1966 funded by the USOE, Project No. 6-1522-1-32; Fiscal Agent, Wayne State University; Project Director, Fred S. Cook.

Accounting and Computing Occupations
Business Data Processing Systems Occupations
Filing, Office Machines, and General Office Clerical Occupations
Information Communication Occupations
Materials Support Occupations: Transporting, Storing, and Recording
Personnel, Training, and Related Occupations
Stenographic, Secretarial, and Related Occupations
Supervisory and Administrative Management Occupations
Typing and Related Occupations
Miscellaneous and Office Occupations not elsewhere classified

Office occupations education programs provide preparatory and supplementary education to all persons who want and can profit from them. Programs are available in communities throughout the nation for such diverse groups as high school students, post-high school students, working youth, working adults, and persons with special needs.

The inclusion of office occupations education in the Vocational Education Act of 1963 represents a newly recognized facet of vocational education. It has resulted in a dramatic expansion of training.

2. Objectives

The objectives of the Office Occupations Teacher Education Clinics were to conduct a series of conferences to:

1. Focus the attention of business and office teacher educators on the Vocational Education Act of 1963.

2. Discuss the implications of the Act for business and office teacher education curriculums designed to support educational programs for the office occupations.

3. Secure the best thinking from the profession for the development of guidelines for viable business and office teacher education curriculums.

4. Disseminate the guidelines which would be developed through a series of training clinics. These guidelines would provide possible criteria for evaluating the effectiveness of programs designed for the preparation of teachers.

3. Procedures

The following series of Clinics gave the opportunity for leaders in the field of business education to establish minimum requirements for office occupations teachers. Nine business teacher educators, one from each of the appropriate Health, Education, and Welfare regions, were secured to serve as consultants* throughout Phases I, II, and III of the Clinics.

PHASE I--Planning Clinic, March 7-10, 1966

The purpose of the Planning Clinic was to develop preliminary guidelines and to determine methods for dissemination, discussion, and revision of the preliminary draft. Fifty-two city and state business education supervisors, business teacher educators, and consultants were invited to participate. These participants were from all of the nine H.E.W. regions and represented a cross-section of the national leadership in business education.

As a result of this Clinic, a series of 20 guidelines were developed and revised. Sets of these guidelines were then mailed to approximately 1200 city and state supervisors and business teacher educators. Each person who received a copy of the guidelines was asked to suggest changes, to submit additional guidelines, and to send us names of additional business educators. They were also urged to participate in the June 1-3 National Clinic.

PHASE II--Regional Clinics, Winter-Spring, 1966

A consultant from each of the nine H.E.W. regions presented the preliminary guidelines at a Clinic held in his region. They secured reactions from the audience and prepared a revised draft incorporating the recommendations from their regional meetings.

An average of 25 educators attended each of the nine H.E.W. meetings. As a result of these meetings, the consultants developed a revised set of 18 guidelines. The revised guidelines were mailed to 1350 appropriate city and state supervisors and business teacher educators. The recipients were urged to make suggestions, revisions, and to attend the June 1-3 National Clinic.

PHASE III--National Clinic, June 1-3, 1966

At the National Clinic, the revised guidelines were thoroughly reviewed and new ones were proposed, discussed, and refined. The participants decided that the final set of guidelines would be 19 in number. Plans were made to edit and disseminate the guidelines to all city and state supervisors and business teacher educators in the United States.

PHASE IV--Editorial Committee, June 4-6, 1966

An editorial staff reviewed and revised the guidelines which were developed at the National Clinic. The editors also considered suggestions which were received from the mailing to the 1350 business educators. These guidelines were then submitted to two professional editors for additional refinement.

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*Refer to Roster

Every city and state business education supervisor and every business teacher educator in the United States received at least one draft of the tentative guidelines, and, in most cases two drafts. An earnest attempt was made to secure their written comments as well as their active participation at the H.E.W. regional meetings and the National Clinic. A total of 323 business educators participated in the development of these guidelines, either by submitting written suggestions or by attending one or more of the regional or national meetings.

No attempt has been made to list these guidelines in any priority. In other words, Guideline 15 is as important as Guideline 1. However, the system for classifying the guidelines is:

A. Specialized Education: Guidelines 1, 2, 3, 4

B. Professional Education: Guidelines 5, 6, 7, 8, 9, 10, 11, 12, 13, 14

C. General Education: Guideline 15

D. Institutional Responsibility: Guidelines 16, 17, 18, 19

These guidelines are suggestions for action. They describe the qualities and competencies which these teachers should possess as well as the processes for achieving these goals.

INTRODUCTION

Under the Vocational Education Act of 1963, provision was made for initial, refresher, and upgrading programs in vocational education in the office occupations. The activities of the OFFICE OCCUPATIONS TEACHER EDUCATION CLINICS were designed to support the program authorized, defined, and encouraged by the Act.

Today, the office worker organizes data for decisions, supervises and controls activities, coordinates activities and provides for communication of information. No decision can be better than the information upon which it is based, and the office worker provides and processes the needed data. Office automation is changing the speed and the methods of doing office work. The day of the quill pen is gone; the day of the printout is here. For example:

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Supervisory and Administrative Management Occupations
Typing and Related Occupations
Miscellaneous and Office Occupations not elsewhere classified

Office occupations education programs provide preparatory and supplementary education to all persons who want and can profit from them. Programs are available in communities throughout the nation for such diverse groups as high school students, post-high school students, working youth, working adults, and persons with special needs.

The inclusion of office occupations education in the Vocational Education Act of 1963 represents a newly recognized facet of vocational education. It has resulted in a dramatic expansion of training.

PURPOSE

Business and office teacher educators had relatively little contact with and no direct responsibility in the preparation of vocationally certifiable teachers, prior to the passage of the Vocational Education Act of 1963. Under the provisions of this Act, however, business and office teacher educators have immediate, direct and continuing responsibility for the preparation of teachers for office occupations. This responsibility covers both pre-service as well as in-service programs.

In order to adequately implement the Vocational Education Act of 1963 in the office occupations, a series of clinics were held to:

1. Focus the attention of business and office teacher educators on the Vocational Education Act of 1963.
2. Discuss the implications of the Act for business and office teacher education curriculums designed to support educational programs for the office occupations.
3. Secure the best thinking from the profession for the development of guidelines for viable business and office teacher education curriculums.
4. Disseminate the guidelines which were developed through a series of training clinics. These guidelines would provide possible criteria for evaluating the effectiveness of programs designed for the preparation of teachers.

These guidelines establish, among other things, recommended minimum occupational (work experience) requirements, general and vocational education courses, and levels of subject matter competencies. They also provide possible criteria for evaluating the effectiveness of programs designed for the preparation of teachers.

The need for agreement on minimum vocational certification requirements by business teacher educators is apparent when the current college bulletins from the leading universities are examined. An analysis of departmental descriptions reveals little, if any, difference in the preparation program for office teachers and general business teachers. Where a difference in preparation is expressed or implied in institutions that prepare both vocational and general business teachers, there are inconsistencies within the college programs in the procedures used.

PROCEDURES

It is apparent that there is a need for leadership to establish minimum requirements for business and office teachers due to the Vocational Education Act of 1963 being the first Federal legislation to support business and office education. The following series of clinics gave the opportunity for leaders in the field of business and office teacher education to provide this necessary function. Nine business teacher educators, one from each of the nine Health, Education, and Welfare regions, were secured to serve as consultants* throughout Phases I, II, and III of the clinics.

PHASE I--Planning Clinic, March 7-10, 1966

The purpose of the Planning Clinic was to develop preliminary guidelines and to determine methods for dissemination, discussion, and revision of the preliminary draft. Fifty-two selected city and state business education supervisors, business teacher educators, and consultants were invited to participate. These participants were from all of the nine H.E.W. regions and represented a cross-section of the national leadership in business education.

Speakers from the fields of General Teacher Education, Vocational Teacher Education, Business, the U.S. Office of Education, and City and State Supervision presented papers on significant innovations in the preparation of teachers. Presentations of the preliminary guidelines were also made by the consultants. The following summaries give the background of all speakers and the key points of the speeches which they presented.

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*Refer to Appendix--Roster, Page I.

General Teacher Education

HAROLD DAVIS

Director, In-Service Education
Educational Research Council
Cleveland, Ohio
(Ed.D.--Wayne State University, 1963)

Professional Activities:
Consultant, Staff Utilization and In-Service Education
Consultant, Department of Navy College ROTC Program

Professional Organizations:
American Association of School Administrators
National Society for the Study of Education
Phi Delta Kappa

Training Teachers for the 21st Century*

Dr. Harold Davis

We must train future teachers for the 21st century!

As we look at a brief history of education and learning, we cannot stress the vast changes in learning that have taken place. In 1839--at Princeton University--four pages comprised the complete curriculum. However, the growth of knowledge has more than doubled in the last decade and will continue to grow. By 1970, the knowledge that is in existence today will more than have doubled again in that year. More than six thousand books are published annually in economics alone. A person would have to read ten books a day to keep up with this pace. This reminds us of one invention of particular importance to the teacher--the printing press. Yet it seems that many teachers still don't know that it was invented!

These facts raise serious questions about what to teach. A science educator at Stanford claims that 50 percent of the science curriculum could be thrown out tomorrow and never be missed. A professor of business education at New York University said a bookkeeper has become an anachronism. Yet, business teachers teach bookkeeping as it was taught two generations ago. It seems that too many educators add new courses without eliminating the old ones; and others still think that every page in a book is just as important as the next. Back in the 1940's, the vice president of the University of Chicago said the best thing that happened was the depression. It forced them to cut 400 courses from the curriculum. Our first step, then, must be to take a long, hard look at the present curriculum, followed by a cut of useless material.

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*Summarized from a taped presentation, not a prepared text.

When we look at some of the modern methodologies in teaching today, the situation is even worse. Many educators oppose new ideas. When there is a new idea proposed, they say the idea is useless; when it is tried, they say it isn't really important; when it becomes accepted, they say it isn't new. By this time it usually isn't! Thus, we can see why it would take from forty to seventy years to introduce new ideas in education. How much easier it is to move a cemetery!

One of the newest teaching methodologies is team teaching. However, many high schools, and especially colleges and universities, are ignoring this challenging and important method of teaching. Team teaching stresses flexibility and has many advantages in improving teaching and learning experiences alike. However, not one university in our area has seen fit to teach in this way.

Team teaching utilizes different size groups. Students learn in three ways: (1) from the teacher, (2) alone, and (3) from each other. Sometimes they learn more from each other. Sometimes they do not learn what we want them to learn. Large discussion groups are appropriate for large lectures--millions can watch television or thousands can hear a speaker in a room. Small discussion groups also have a part in team teaching when the large lecture groups break up and move into different areas for round-table discussions, individual and small group instruction, and help. Independent study is also valuable and many new methods are being innovated in high schools today where students are blocked in carrels and study booths for concentration and study away from their neighbors. Team teaching must make use of the teaching-learning process. The important factor is the QUALITY of instruction.

High school teachers today spend 35 percent of the total class time talking. On the national average 46 percent of the classroom time is spent by the teacher lecturing and talking. In a report on junior high schools, the classroom was found to be inhabited by a central figure of authority. Teachers dominate the classroom today and the voices of teachers are the sounds heard most often from outside the classroom doors. Most of this lecturing is unplanned and unprepared—and the students realize this.

What a waste of time when five different teachers teach the same lesson. How useless when ten or fifteen teachers are all monitoring tests! Why not combine groups and hire lay people for monitoring. Thus, team teachers would have extra time to develop well-prepared lessons that are interesting and effective.

Horace Mann realized the importance of employing the eye more than the ear. Today's teachers, as well as those of the future, must recognize the dynamics of visual aids in the changing classroom.

Television is one of the greatest inventions of the age and yet its uses have hardly been explored. In one study, 21 percent of the students learned more from television than from a classroom-teacher experience; only 14 percent learned less.

Other visual aids may range from the use of the overhead projector to films. With creative imagination a teacher can develop interesting and effective transparencies for use on the overhead projector. How much more worthwhile a teacher is when he or she uses visual presentations on the overhead rather than holding a piece of paper up in front of the class and asking, "Do you see the third row, tenth figure down?"

Other teaching aids include the use of microfilms to save space; taped talks that are made available to absentees or students wishing to refresh their memories on important points; and programmed learning.

The new "Art of Teaching" includes the new 3 "R's":

Reason
Research
Responsibility

This new "Art of Teaching" stresses the fact that we must recognize individual differences, watch for ways of creative learning and thinking, and using new methods of audio-visual presentations. Our highest function consists of stimulating the student; old methods of recite and regurgitation must be eliminated.

Teaching must not be "machine" teaching--teachers are not "drill masters." The French psychologist, Piaget, recognized the importance of peer group interaction and exchange of ideas among these peer group members. We, too, as teachers must and should recognize and utilize this fact. Technological aids help very little unless teachers change their methods.

One of the obligations of educators today is teaching teachers for the schools of tomorrow. And yet we can't do today's job with yesterday's methods.

* * *

KEVIN RYAN

Instructor
Stanford University
(M.A.--Columbia Teachers College, 1965)

Professional Activities:
Consultant, Far Western Small Schools Study Project
Consultant, Notre Dame College, Belmont, California

Professional Organizations:
Phi Delta Kappa
American Educational Research Association

Innovations in Teacher Education

Mr. Kevin Ryan

Teacher training is one of America's major businesses. Nearly half of our college students are prepared for classroom teaching. However, this massive endeavor has not been subjected to the type of close scrutiny and evaluation that is forced upon a business. Teacher education varies from university to university with each training program perpetuating itself and its dogmas. What teacher training needs is much more exchange of ideas, much more evaluation of what they are doing and a much greater openness to technological innovations.

The Stanford Teacher Education Program set out several years ago to discover the best in teacher education and to add to this the best of technology. The program is a fifth year internship that trains liberal arts graduates for secondary school teaching. The candidates have teaching responsibilities in public high schools at the same time they are taking academic and education courses. Looked at from one point of view, the internship program has been a laboratory to try out new ideas in the training of teachers.

Two major themes have emerged from the work at Stanford. First, there is an attempt to analyze the teaching act into component skills, and then to train the beginning teacher in these skills. Second, besides the traditional methods of classroom instruction and supervision, the latest in technology is used to help the beginners acquire teaching skills.

There are six applications of the new technologies to teacher training that seem most promising. First, micro-teaching, which, strictly speaking, is a process that is aided by technology. Micro-teaching is a scaled-down teaching experience in which a beginner practices various teaching skills with a few students for a very short period of time. His teaching is video-taped and gone over with his supervisor. The combination of a highly controlled teaching environment and the opportunity to view the beginners' performances immediately has proved to be a forceful means of stimulating behavior change. Second, 35 mm cameras, armed with a timing device, can give the teacher and the researcher a pictorial record of what occurred at regular intervals during a class period. We have found this particularly effective in making teachers aware of the attending behavior of their students. Third, portable video-tape recorders are used by university personnel to record what actually happens in the classroom of its beginning teachers. Not only does this method of observation have great research potential, but it has added a valuable dimension to supervision. For one thing, supervisor and teacher share a common frame of reference when they view a tape recording. Further, the recording can be looked at over and over. Tape recorders have become so portable that they can be brought into a classroom and set up between passing bells. Fourth, 16 mm situation alternatives are films of teachers that demonstrate teaching problems. They are used to show trainees the various ways in which they can respond to teaching situations. The attempt here is to show them a problem and have them develop alternative solutions to deal with the problem. Fifth, computers have been employed to process data from the beginning teachers, from their students and from their supervisors. These data are used as feedback to the interns on their performance and as feedback to the program directors on the effectiveness of the program.

A final word of warning. Technology does not make a teacher training program. Its potential value resides in our ability to intelligently harness it to aid in the achievement of sound goals.

* * *

JAMES C. STONE

Professor of Education and Director of Teacher Education
University of California, Berkeley
(Ed.D.--Stanford University, 1949)

Professional Activities:
- Accreditation Committee, California State Board of Education
- Chairman, Teacher Education Division, Associate of State Universities and Land Grant Colleges
- Ford Foundation, Teacher Education
- President, California Council on the Education of Teachers

Professional Organizations:
- Association of Student Teachers
- Visiting and Accrediting Committee, NCATE
- State Commission on Teacher Education

Strategies for Change in Teacher Education

Dr. James C. Stone

If the nation's supply of teachers is to keep pace with the schools' demand in terms of both quantity and quality, many changes are going to have to be made in the form and content of teacher education within the next four decades.

Several different strategies for change have been attempted recently, among them criticism, coercion by state legislatures, research and evaluation, and the use of venture capital or "seed money." This report will discuss the Ford Foundation's fifteen years of experience with the latter strategy, as it invested over 70 million dollars in grants to some 70 colleges and universities in this country to initiate what the Foundation has called a "breakthrough" in teacher education.

For a report to be published this spring, the speaker has analyzed the major accomplishments and shortcomings of the Ford effort. Recognizing that there are several failings, among them that most students continue to receive their laboratory training in traditional school systems under traditional forms of supervision, the following are some of the most important accomplishments of the innovative curriculum developed and implemented with Foundation support.

Because these experimental programs include extensive recruitment and careful selection, they have attracted superior candidates who are particularly suited for the teaching profession. In comparison with graduates of conventional curriculums, only 50 percent of whom remain in teaching after three years, 85 percent of the breakthrough graduates are still teaching after the same length of time.

Like their students, the staffs of most of these experimental programs have been selected especially for their creative, flexible, yet practical awareness of the needs of the profession and the schools.

Important characteristics of the successful breakthrough curriculums include their emphasis on the subject matter preparation of teachers, the development of an internship and/or fifth year of professional education, often concluding with a Master of Arts in Teaching type of degree, the more realistic partnership of college and public school staffs in the students' teaching experience, and the "teaming" of staff members in a planned program, as opposed to the separateness of courses and instructors typical of the conventional curriculum.

The Foundation also found that making grants to the colleges and the public schools as separate institutions is less effective in teacher education than funding joint projects which require the cooperation of school and college staffs in an innovative experimental program.

All but two or three of the institutions studied are continuing their breakthrough programs even though the Ford Foundation grant is no longer available. Several have discounted their conventional curriculums in favor of the experimental ones. Their programs can have, and have had, considerable "run off" on other schools and colleges which are now developing their own creative curriculums. It is to be hoped that additional support for such teacher education programs will be forthcoming from the United States Department of Education.

* * *

Vocational Teacher Education

ALBERTA HILL

Associate Professor
Home Economics Education
Iowa State University
(Ed.D.--University of Illinois, 1959)

Professional Activities:
Advisory Committee, Ohio State Center for Research and Development in Vocational and Technical Education
State Steering Committee, Home Economics Curriculum

Professional Organizations:
American and Iowa Home Economics Association (Foreign Scholarship Committee)
American and Iowa Vocational Association
National Council of Family Relations
National Society for Study and Education

Imagination, Innovations, and Inevitability of Change

Dr. Alberta Hill

In this presentation examples were used from the field of Home Economics Education to discuss: (1) the content of teacher education, (2) measuring teacher effectiveness, (3) creative approaches to teacher education, (4) teachers for the 21st Century, and (5) college and university teacher education.

Content of Teacher Education

The need for scholarship in the theory of education is of prime importance in the teacher education program. Learning and teaching are complex kinds of human behavior; there is a growing body of knowledge concerning both, which can and should be used for effective teaching. Vocational education cannot afford the loss of efficiency which comes from using lay practitioners as teachers. Vocational teachers also need knowledge and skills in the area of employment in which they are teaching, a comprehension of the relationship of this occupation to other aspects of our society, and understanding of the legislative, political, technological, cultural, and demographical influences upon the occupational field.

Determining Teacher Effectiveness

Studies made to determine the effectiveness of teachers usually have had as the end goal the development of predicators for use in selecting prospective teachers. Such studies need to be improved but the idea should not be discarded. We could be much more confident in our innovations if we really know teacher characteristics and behaviors which directly influence the success of vocational students.

An initial step in determining ultimate criteria is the development of a philosophy of vocational education which would provide rationale for the criteria.

Creative Approaches to Teacher Education

The importance of each of the components of teacher education--vocational competence, general education, depth of knowledge in basic disciplines used in the occupation, and professional preparation in teaching--can be defended. However, the patterns and the sequence in which an individual gains competence in these various aspects can be greatly varied. We need to be able to plan "tailormade" programs for individuals desiring to become teachers, who may have varied backgrounds in education and in occupational experience.

Teachers for the 21st Century

Persons who are prepared to teach in this year, 1966, can teach 30 full years before the 21st Century! Preparing teachers for the 21st Century is exciting and important but preparing teachers for the next decade and next year is also the concern of teacher educators.

University Teacher Education

In this presentation, the belief that public institutions of higher education, not any group with political, religious, or economic biases, should play the major role in teacher education, was supported. The need to further improve cooperative working relationships with health and welfare agencies, business and industry, and schools for whom teachers are prepared was emphasized, and it was suggested that the contribution of all social agencies to teacher education needs to be clarified and utilized. However, the major responsibility should be taken by public education.

* * *

RALPH MASON

Chairman
Division of Business and Distributive Education
Indiana State University
(Ph.D.--University of Illinois, 1961)

Professional Activities:
- Consultant--Florida, Illinois, Michigan, Indiana--Vocational Distributive Education
- Curriculum Bulletin Committee, State of Illinois
- Research Committee, Business Education, State of Indiana

Professional Organizations:
- American Marketing Association
- Illinois Business Education Association

Illinois Vocational Association (President)
Indiana State Teachers' Association
Indiana Vocational Association

New Developments and Innovations in Vocational Business Education with Implications for Teacher Education

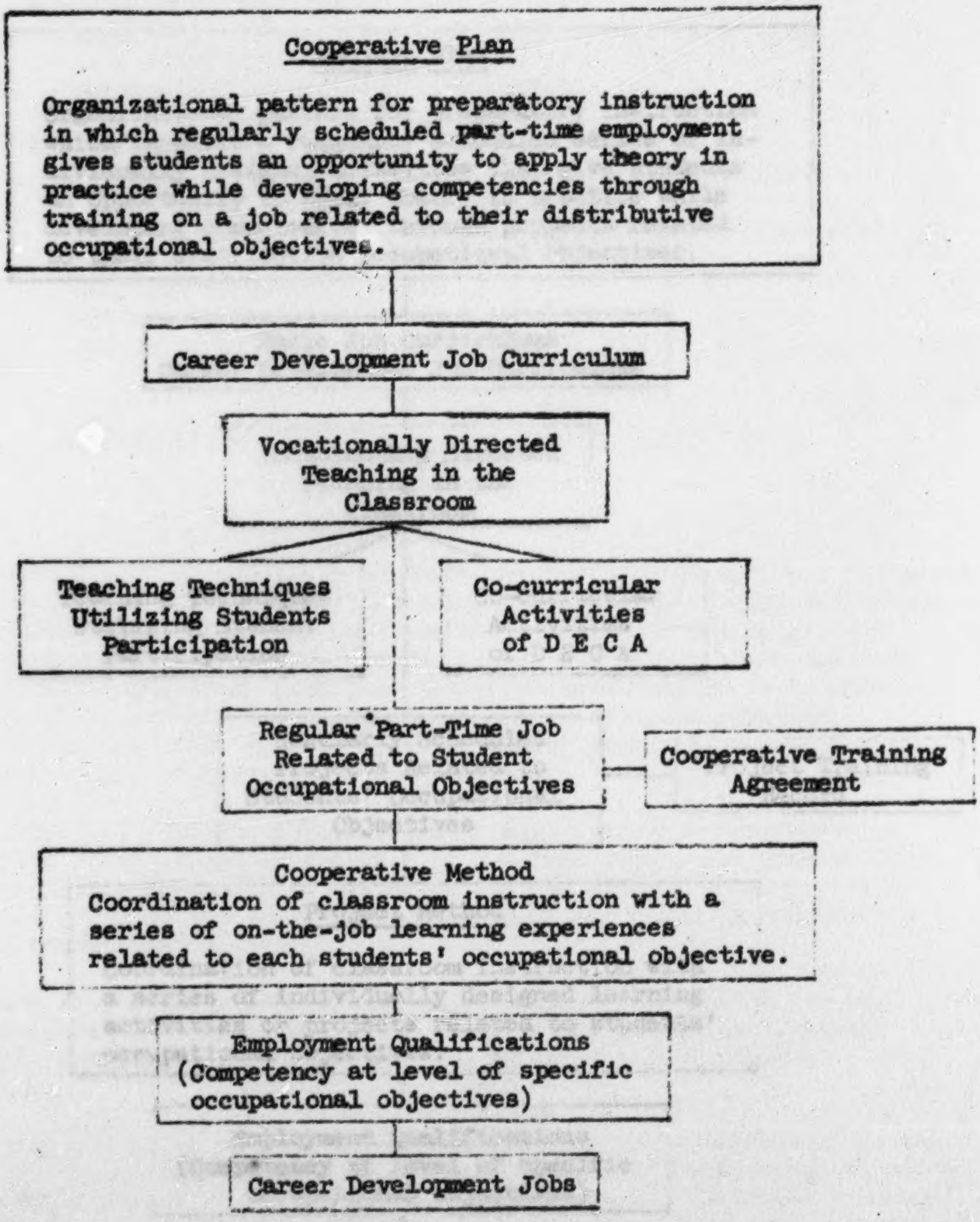
Dr. Ralph Mason

The diagrams, Exhibit I and Exhibit II, illustrate models or organization and operation for the cooperative method and for the project method. Teachers who are directly involved with these methods in business education programs need strength in the following: (1) a background in economics and management in addition to skill training, (2) the ability and willingness to deal directly with businessmen and to train adults, (3) the ability and willingness to deal with youth groups, and (4) special professional education in philosophy, organization, administration, coordination, and methods of teaching vocational business education. Points two and three suggest that prospective vocational teachers are made aware of their responsibilities so that only those committed to accepting these responsibilities are encouraged to take such teacher education. Points one and four suggest certain course content.

Your guidelines should encourage programs of teacher education that will stand evaluation by these four criteria.

EXHIBIT I

THE COOPERATIVE PLAN IN SECONDARY SCHOOLS



Cooperative Plan

Organizational pattern for preparatory instruction in which regularly scheduled part-time employment gives students an opportunity to apply theory in practice while developing competencies through training on a job related to their distributive occupational objectives.

Career Development Job Curriculum

Vocationally Directed Teaching in the Classroom

Teaching Techniques Utilizing Students Participation

Co-curricular Activities of D E C A

Regular Part-Time Job Related to Student Occupational Objectives

Cooperative Training Agreement

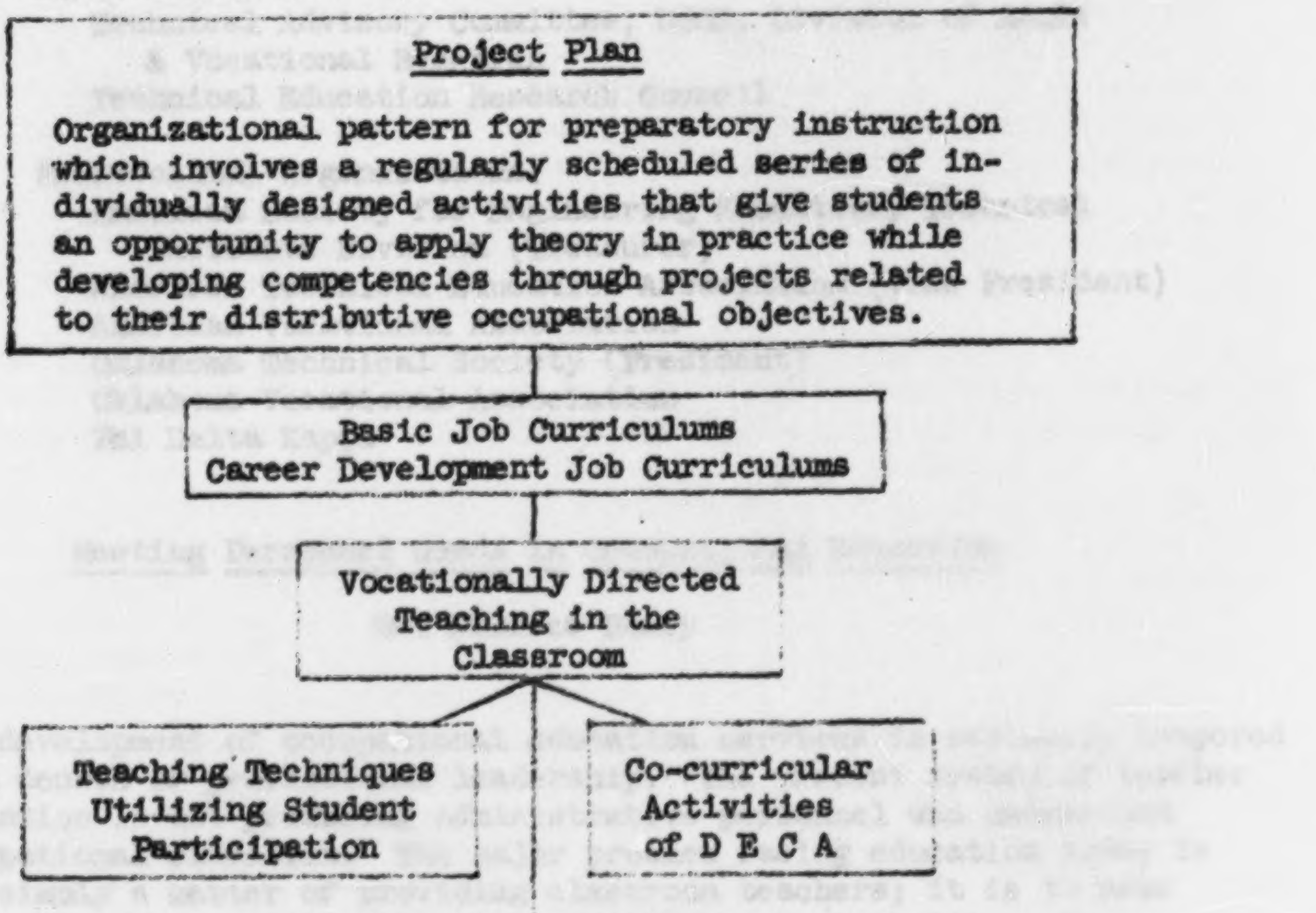
Cooperative Method
Coordination of classroom instruction with a series of on-the-job learning experiences related to each students' occupational objective.

Employment Qualifications (Competency at level of specific occupational objectives)

Career Development Jobs

EXHIBIT II

THE PROJECT PLAN IN SECONDARY SCHOOLS



Project Plan

Organizational pattern for preparatory instruction which involves a regularly scheduled series of individually designed activities that give students an opportunity to apply theory in practice while developing competencies through projects related to their distributive occupational objectives.

Basic Job Curriculums
Career Development Job Curriculums

Vocationally Directed Teaching in the Classroom

Teaching Techniques Utilizing Student Participation

Co-curricular Activities of D E C A

Regularly Scheduled Projects Related to Students' Occupational Objectives

Project Training Record

Project Method

Coordination of classroom instruction with a series of individually designed learning activities or projects related to students' occupational objectives.

Employment Qualifications (Competency at level of specific occupational objectives)

Basic Jobs

Career Development Jobs

* * *

MAURICE RONEY

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Oklahoma State University
(Ed.D.--University of Maryland, 1964)

Professional Activities:
Technical Advisory Committee, USOE, Division of Adult
& Vocational Research
Technical Education Research Council

Professional Organizations:
American Society for Engineering Education, Technical
Institute Division (Treasurer)
American Technical Education Association (Vice President)
American Vocational Association
Oklahoma Technical Society (President)
Oklahoma Vocational Association
Phi Delta Kappa

Meeting Personnel Needs in Occupational Education

Dr. Maurice Roney

The development of occupational education services is seriously hampered by a dearth of professional leadership. The present system of teacher education is not producing administrative personnel who understand occupational education. The major problem facing education today is not simply a matter of providing classroom teachers; it is to make occupational education a recognized public responsibility. To accomplish this will require a better mix of technical and professional content in the professional study program.

The program for public school teachers must include a comprehensive study of occupational education. By the same token, the program for a specialist in occupational education must be given a broader program with emphasis on the administrative problems involved in operating a total educational program.

Because of the high level of technical competency required for the occupational education specialist, much of the professional study program for these specialists must be deferred to the graduate program.

One such source of potential teaching and leadership talent is the two-year post-high school program. Much of the specialized technical education requirements can be provided by these schools. Selected graduates of these schools can be brought to the professional education program after an appropriate period of successful work experience. With the background of training and experience (neither of which can be provided by teacher education institutions) the individual has a better understanding of the needs of students. As a teacher, he can better interpret occupational education needs to administrators. This experience should give him an understanding of the specific requirements of occupations. The professional program can supply the understanding of educational processes and administrative practices.

Experience with a professional teacher education program, for technical institute graduates at the Oklahoma State University, has been encouraging. This B.S. degree program has been designed to take full advantage of the technical content of the lower division work in Associate Degree curriculums in engineering technology. This procedure has the distinct advantage of bringing into the professional program persons with similar backgrounds and common interests. Most important of all, these individuals have an appreciation for the unique characteristics and services of the two-year program. Probably no other background would give an equal understanding.

One of the persistent problems in occupational education is the unavoidable competition between schools and industrial organizations for competent technical personnel. This competition is especially severe in technical fields. Baccalaureate degree graduates in Technical Education are currently being offered starting salaries in industry up to $700 per month. In spite of this obvious attraction to industry, 54 percent of the 80 O.S.U. Technical Education graduates are in education work and only 23 percent are employed in industry. In this connection, it should be noted that graduates whose industrial experiences have been limited to non-technical work are encouraged to obtain at least two years of technical work experience before making application for teaching positions.

* * *

Business Representative

MILLARD COLLINS

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Office Products Division
IBM Corporation
New York, New York
(M.S.--North Texas State University, 1947)

Professional Activities:
Commerce and Industry Association
National Defense Educational Activities Committee

Professional Organizations:
CPS Institute
Mountain-Plains Business Education Association
Office Executive Association (Board of Directors)

Education Toward Productive Employment

Mr. Millard Collins

Business education is a broad, extensive field but there are basic knowledges that employees must obtain before they enter the world of work. It is most important that the distribution of goods and services be considered as a vital part of all business activities. Based on this philosophy, we cannot speak of a service area of business, government, etc., without including the scope of business or office education knowledges needed in basic performance, specialized skills, economic understanding, manufacturing and distributing of goods and services.

Oftentimes we feel that we are compelled to follow the criteria set by accrediting or other groups determining what will be taught. However, there are no unimportant jobs and most businesses, whether in sales, services, manufacturing, etc., include the functions of general management, personnel, organization, administration, financial, research and development, manufacturing, legal, and long-range planning. Therefore, a core or block of subject matter areas by the Association of Collegiate Schools of Business can be justified as an integrated part of the training of people for office occupations.

Information or data processing serves as an aid in the improvement of management decisions relating to each function, including the administrative or office functions. As the science of management advances, management education must be developed in light of our present and future economic system. Analogous to this is the change we have seen in the philosophy of sales management versus the marketing concept, whereby marketing function provides the direction and climate in which the sales will be realized.

There is a strong and growing trend in many business enterprises today to look at where and how office employees can and should be used more effectively. Governmental agencies are also concerned with effective office operation, handling, processing of words and data to enable them to meet their required objectives. Educational systems at the local, state, and national levels are required to improve the effectiveness of their office administration personnel. Educational institutions, industrial training personnel, and the military have begun to refine programmed instruction, closed circuit television, realistic and continuing education for all employees.

The gap between management education and those who work closely with management must not be broadened, but must be narrowed to reduce costs and insure effective operations. Realistic job analysis can provide subject matter areas that should be taught. Office occupation skills alone do not equip the modern office workers to receive a firm, continuous employment. Business and office occupation teachers should keep in mind that no amount of guidance and placement of students can determine the exact career paths those students will follow. Technological changes have compelled business management to up-date from manually operated equipment to electrically operated equipment, from batteries to transistors, etc. It is possible that textbooks of the hard-back type, may be replaced with units or blocks of information to be studied? We should consider educating the total person for his life in the world of work. It should be recognized that this is not a saturation. Continued growth and development will be required in most progressive firms.

The number of well-qualified office employees is increasing but, are the skills and knowledges changing? How can these changes be more quickly reflected in the curriculums that we offer? Oftentimes we push hard to have a typist reach 50, 60 or 70 words per minute on straight copy, and it may be shocking to find that this same typist will drop 15, 20 or 25 words per minute on production or application typing. Perhaps business teachers have the concept that production typing may be an extension of speed development. Would it be wise to refer to application typing, in which the teaching materials are structured to have a student repeat the application a number of times in order to develop the standard of productivity acceptable in the business office?

Vocational office occupation teachers will have to be trained in more extensive skills. These teachers must impart not merely facts and basic skills, but convey the attributes and values that are an integral part of the student's performance on his initial job. A sixth sense will have to be added--a time sense that corresponds more nearly to the computer gathering, coding and de-coding of data at thousands of characters per second. This is vital for the business student rather than allowing him to think only in terms of his typewritten page or adding machine type.

Problem solving, case study, and logical analysis must be introduced in most areas of our basic and specific skill education together with effective communications if there is to be success in managing a profit-making enterprise. The ability to seek better ways of performing daily tasks can be a rewarding experience for an office employee.

We can be optimistic on the accomplishments to date, and the expanding opportunities of the future. Course content should be revamped with close cooperation of textbook publishers and other groups producing media to insure flexibility and depth in each of the courses. The one semester, one-year basis for teaching a solid course should be looked at to determine the merit of two months, four months, or perhaps two to four weeks. Blocks of information to be taught should be determined, and this should be the governing factor in how long it takes to develop student performance in a given area. Basic knowledges, perhaps given in one or two courses, including economic and consumer education, should be considered a part of the total education of all students.

Numerous references have been made to local, state, and federal funding. We all know that these programs are stronger than they have even been for the area of office and business occupations. The challenge is to make certain that all programs for students and adult education are strong enough to merit the total expenditure. It will be necessary to stress and safeguard against the possibility of obsolescense in our basic and office skill education. Thus, a closer working relationship between business, government, and the total educational system should and can be perfected.

* * *

United States Office of Education

BRUCE BLACKSTONE

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Division of Vocational and Technical Education
Department of Health, Education, and Welfare
Office of Education
Washington, D. C.
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Professional Activities:
Consultant, Iranian Ministry of Education
Consultant, National Career Guidance Foundation
Consultant, United Business Schools Association
Technical Advisor, Business and Office Division, American Vocational Association

Professional Organizations:
American Vocational Association
Eastern Business Education Association
Office of Education Vocational Association
Phi Delta Kappa

Office Occupations

Dr. Bruce Blackstone

In our busy and expanding world, the office worker provides data for decisions, supervises and controls activities, coordinates activities, and provides communication. The office work has no virture in itself, but has value only in its ability to serve those who need the services. No decision can be better than the information upon which it is based, and the office worker is the "father of decisions."

The changing pace of our world and of our offices, too, have changed the nature of office workers. Office automation is changing the speed with which we do our tasks and at the same time the way in which we do them. The day of the quill pen is gone; the day of the printout is here. This requires a change in approach to education for office occupations. It is no longer sufficient to train a person to typewrite a little, know the bookkeeping cycle, and get along in some form of shorthand.

The overall purpose of education for office occupations is to provide the trained manpower needed to meet local, State, and National needs for office workers. Office education is part of a larger program of vocational education which is balanced in relationship to local, State, and National employment structure.

in turn, vocational education is in balance with the general education needs of local, State, and National programs. Specifically, it is necessary to provide a balanced program of business education in the schools so that adequate support can be provided to those students with a career objective in office occupations. Such courses as economics, general business, beginning personal use typewriting, etc., are of importance to the basic business side of Business Education. They provide abilities which make possible effective citizenship in a business-filled environment. If these subjects are part of general education and are needed by all students...as I believe them to be... then they are doubly important to those who wish a career in an office occupation.

Office education is designed to serve the needs of society through initial, refresher, and upgrading education. This education leads to employment and advancement of individuals in occupations in public or private enterprises or organizations related to the facilitating function of the office, and includes such activities as: recording and retrieval of data, supervision and coordination of office activities, internal and external communication, and the reporting of information. Office occupations education is the child of the Vocational Education Act of 1963. Its nature and scope are spelled out in the Act and its regulations.

This education should be available to the entire spectrum of abilities from the very low and slow to the very high and competent. High school students, those who have completed or left high school, those who have entered the labor market and need training and retraining, persons with special educational disadvantages, and teachers of office occupation subjects, are the major groups which can expect service from office education programs. Office career education is provided through courses and curriculums based on the career objective of the the enrollee, including subject matter and practical experience, through methodology and organization appropriate to the level of instruction and the nature of the enrollee.

The identification of the enrollee's career objective is in terms of those occupations listed in the Dicationary of Occupational Titles, or in newly emerging and identified office occupations through such curriculums as: Accounting and Computing Occupations; Business Data Processing Systems Occupations; Filing, Office Machines, and General Office Clerical Occupations; Information Communication Occupations; Materials Support Occupations: Transporting, Storing, and Recording; Personnel, Training and Related Occupations; Stenographic, Secretarial and Related Occupations; Supervisory and Administrative Management Occupations; Typing and Related Occupations; Miscellaneous Office Occupations; and Other Office Occupations not elsewhere classified.

The educational cycle for office occupations starts from an analysis of the occupation and its description in behavioral terms translated into educational procedures, placed into operation in and out of school through planned learning experiences and realistic opportunities to use skills and knowledges, then placement in the world of work, and evaluated on the basis of success on the job.

A major problem for office occupations is found in teacher preparation, as an educational program can be no better than the teaching involved. Office education supports the World of Work by providing trained personnel prepared in multiple level educational programs, supported by trained teachers. The degree programs of today serve the high school, post-high school and collegiate programs. Who trains the office education teachers for adult, private business school, area school, technical institutes, persons with special needs, senior citizens, etc? We have a challenge to supply qualified teachers for each level of instruction and each of the multiple teaching environments.

We find increased activities in office occupations education. For example, there has been increased: State and local supervision--planning at all levels, use of surveys--cooperative education, youth group activities, programs for persons with special needs, and above all increased enrollment with some 730,000 persons reported in office occupations education.

It is too soon to expect in each State a program of education for office occupations which uniformly covers the entire spectrum of office activities. Under the newest of the major vocational education programs, service is being provided to many groups including: high school students, dropouts, youth and adults in preparatory and supplementary programs, and persons with special needs.

Many States are carrying out laudable programs to help students prepare to enter and advance in office careers. No two States use the same procedures and techniques or follow the same organizational path. Individually, meeting with the needs of their citizens, striving to work out the problems of a new orientation, the States are making a success of education for office occupations.

* * *

SIDNEY HIGH

Project Coordinator
Bureau of Research
U.S. Office of Education
(Ed.D.--Stanford University, 1960)
Professional Activities:
Chief, Technical and Vocational Education Branch, Viet Nam
Chief, West Africa Branch, Education Division, Department of State
Professional Organizations:
American Foreign Service Association
American Vocational Association

The USOE and Research in Teacher Education

Dr. Sidney High

I would like to say a few words this morning about our role in research in general and in teacher education--in particular, office education. As of November 30, 1965, precisely 197 proposals had been approved. These proposals were spread geographically all over the nation. They ranged anywhere from a two-week proposed time period to a five-year proposed time period; the price tags have ranged all the way from a few thousand dollars to over one million dollars for any individual proposal. They have ranged in type of investigation all the way from simple things like better ways to train semi-skilled people (such as duplicating machine operators) to programs requiring three years beyond high school in order to train sophisticated technicians (such as radiation technologists).

We are limited to occupations requiring less than a bachelor's degree. Therefore, three years beyond the high school level is about as far up as we can go. We have had proposals from that level all the way down to semi-skilled training for high school dropouts.

We have a very wide spectrum of the occupational hierarchy. Therefore, we have divided the types of projects into three primary areas of occupational training. First are the employment opportunities. This branch concentrates on sponsoring research projects to see what the labor force looks like, the current structure of the labor force, what kinds of jobs are now short of trained people, and where the shortages will lie five to ten years from now. Second are human resources. What are the available human resources for vocational programs? What are their sociological as well as psychological characteristics? There is a lot of research needed in this area, especially among some of the disadvantaged groups. Third are educational resources. This branch is concerned with the training processes by which this raw material would move--the kind of curriculum or training program needed to fit these people and the kinds of skills needed to enter the labor force.

Our activities are divided into certain priority areas. For this fiscal year, top priority is in the area of growth and evaluation. As you know, in 1968 we have to submit to Congress an evaluation of the changes that have occurred in vocational education as a result of the Vocational Education Act of 1963. A second priority area is curriculum experimentation. This includes better ways of organizing curriculums and better means of training people to perform specific functions.

Some of you are probably aware that the Bureau plans an Educational Research Information Center to try to take advantage of some of the best modern techniques of storage and retrieval of information in order to make the findings of educational research available to interested people.

The Bureau of Research has about 100 million dollars for educational research. That means that by the end of five years we will have a half billion dollars worth of educational research findings. You can see the importance of having a viable storage and retrieval system to store all the findings as a result of this expenditure. So the ERIC system is on the drawing board right now and many of us are hopeful that it will accomplish this job that we must do.

One of the projects which was funded for last summer had to do with personnel recruitment and development. We had programs to prepare office education teachers for teaching business electronic data processing at Miami, Florida, Colorado, North Carolina, Wisconsin, and California. The courses offered were short, intensive training programs of eight weeks in length.

We have only four or five proposals for a long-range basic type of research in the teacher education field and nearly all of those deal with problems associated with teaching the disadvantaged students in order to make existing teachers better aware of their problems and how to handle them.

We do not have any proposals for basic research in the teacher education process. We would like very much to see some proposals which get at some of the basic problems of recruiting suitable people and preparing them to teach.

The types of proposals we are looking for are ones that would be a radical departure. An example would be a way to train people far more effectively in far less time. We need something that would represent a real breakthrough in teacher education either across the board or in one segment of vocational education. Projects of this type, I am sure, would receive very favorable consideration.

We are brokers in research. We are interested in groups such as yours--groups which are anxious to receive proposals in order to attack the significant problems in your own professional area.

* * *

MERLE STRONG

Assistant Director
Program Services
Department of Health, Education and Welfare
U. S. Office of Education
Washington, D. C.

Commonalities of Vocational Teacher Education Programs

Dr. Merle Strong

May I begin by expressing thanks to Dr. Cook and his staff for the hard work they have done in making this conference and the activities that are to follow possible. Several of us in the Division as well as many of the leaders across the Nation in Office Education have felt the need to explore in depth the strengths and, perhaps, the shortcomings of present teacher education programs in Office Education in order to chart a more effective course. This meeting and the activities that are to follow give promise to playing the key role in charting the course. May I again say thanks to Dr. Fred Cook and his staff; to Dr. Blackstone for his foresight in identifying Fred Cook as a logical planner and host for the activity as well as for his leadership in office occupations and last, but not least, thanks to Dr. High and the staff of the Research Division for being receptive to funding the proposal.

The following are seen as commonalities in vocational teacher education among the various services.

The Vocational Education Act of 1963 is concerned with training for gainful employment without respect for traditional service categories such as office occupations, distributive education, agriculture, etc. The same can be said of other acts for which our Office has a responsibility and for which you, as teacher educators, have a concern. Programs under all of the vocational education acts have as their goal "training for gainful employment" which is, actually, the development of saleable skills and knowledge. All vocational services deal with training for occupations not only within the services described, but for occupations that cut across one or more of our traditional services. There is a lot of talk about the combination of agriculture and business, for example, with a good number of programs already in operation.

All of our services deal with programs of various types and at various levels:

- high school programs
- programs for those who have completed or left high school
- adult programs for training and re-training
- programs for the socio-economic or otherwise disadvantaged groups.

We are concerned, also, with training in the ancillary services which include teacher education, and the training of leadership personnel, such as, supervisors, directors, etc. We are concerned that teachers be up-to-date in terms of practices in business, industry, etc. We are concerned not only with the high school in-school program but with training programs under the Manpower Development and Training Act and the involved training programs of Appalachia and others.

Today's training programs must be involved with things as well as concepts. We require the use of up-to-date equipment. In Vocational Education, there are challenges not faced in any other areas--we are dealing in areas of training in which teachers themselves are competent to be employable in the occupations for which they are teaching. Some of you may debate this but I am convinced that in order to have an effective training program, teachers must have a continued contact with business and industry--to keep up to date on what's new and what's going on. The use of an Advisory Committee is a very helpful practice.

We are dealing in programs for which teachers have responsibility for Placement. Under the Vocational Education Act of 1963, there is an agreement between the State Departments of Education and the Bureau of Employment Security. However, I do not believe that vocational teachers can delegate the responsibility for placement of students. It is a cooperative activity, yes, but it is our responsibility.

Our programs are evaluated, to a great degree, on the success on-the-job of the student when he or she leaves the program. This is real evaluation--something immediate and continuous.

Another commonality in vocational education programs is that all of our programs involve some kind of shop or laboratory type facility. Last, but not least, our curriculum must be based on the needs of an occupation or a cluster of related occupations with content identified by some type of analysis. These are some of the commonalities, as I see them.

* * *

City and State Supervisor

LESLIE WHALE

Director, Business Education
Detroit Public Schools
Detroit, Michigan
(M.S.--University of Michigan, 1932)

Professional Activities:
- Member, Michigan Vocational-Technical Curriculum Committee
- Principle Advisory Committee, OREOS
- Workshop Consultant, Eastern Michigan University, Michigan State University, Wayne State University

Professional Organizations:
- Eastern Business Teachers Association
- Michigan Education Association
- National Business Education Association (Executive Board)
- North-Central Business Education Association (Executive Board)

Office Occupations Teacher Education
From a City Supervisor's Point of View

Mr. Leslie Whale

The following are some major considerations for the preparation of office occupations teachers from a city supervisor's point of view:

1. DESIGN PROGRAMS TO FULFILL THE REQUIREMENTS DEMANDED BY THE RAPIDLY CHANGING AND ADVANCING TECHNOLOGICAL IMPROVEMENTS.

   Office occupations teacher education programs must recognize the impact of automation, the number and varieties of opportunities for employment, and the rapidity of technological improvements.

2. PROVIDE THE OPPORTUNITY FOR TEACHERS TO SECURE THE BACKGROUND THAT WILL ENABLE THEM TO ADJUST TO THE NEEDS OF THE WIDE RANGE OF ABILITIES AND BACKGROUNDS OF STUDENTS WHO ARE PREPARING FOR ENTRY JOBS IN OFFICE OCCUPATIONS.

   Detroit is typical of large cities in its concern for pupils who do not respond to traditional programs. One approach to meeting this problem is observed in the Great Cities School Improvement Program which now involves 27 schools. These schools are mostly in the central core of the problem-ridden area of the city where achievement levels are low, students are overage, failure rates are high, attendance poor, and home and community environments are often inadequate.

3. **PROVIDE THE OPPORTUNITY FOR ALL OFFICE OCCUPATIONS TEACHERS TO ORGANIZE, CREATE, AND DEVELOP MATERIALS FOR USE WITH NEW MEDIA AND METHODS OF INSTRUCTION.**

   Office occupations teachers need to be prepared to cope with new media and methods of instruction such as: team teaching; use of electronic laboratory equipment; programmed instructional materials; demonstrating at the typewriter and other office machines; writing good shorthand outlines at the chalk board or on acetate rolls; sponsoring "trips that teach" to business and industry; awareness of the numerous reports, homeroom duties, club sponsorships, and other curricular activities that are a definite but unlisted part of the teaching load; and skill in evaluation techniques.

4. **REQUIRE ALL OFFICE OCCUPATIONS TEACHERS TO DEVELOP PROFICIENCY IN THE USE OF THE NEW MEDIA BY "HANDS-ON" EXPERIENCE.**

   This point is closely related to the last one but has been listed separately in order to stress the importance of making provision for "hands-on" experience for new media. It is common to confront some opposition to the new media that a teacher finds available, but it is usually caused by lack of first-hand acquaintance.

   It would seem advisable that all office teacher education programs should include operational experience on all new media and equipment in current use.

5. **PREPARE TEACHERS FOR VOCATIONAL CERTIFICATION TO HANDLE OFFICE COORDINATION AND OTHER REIMBURSABLE PROGRAMS UNDER THE VOCATIONAL EDUCATION ACT OF 1963.**

   It is necessary to prepare teachers for vocational certification to handle the cooperative office coordination and related subject areas plus the other reimbursable programs under the various state education "plans of interpretation" of the Vocational Education Act of 1963.

   It is also necessary that the business program maintain a proper balance between the (1) development of the background understanding of basic business, economic concepts, and personal business knowledges that are essential for all individuals, as this represents approximately two-thirds of our total enrollments in business education on the secondary level, and the (2) development of effective office and service occupational skills for initial employment and hopefully for advancement in the occupation which includes approximately one-third of business education enrollees. Preparation for both of these components needs to be included in teacher education.

6. PREPARE BUSINESS TEACHERS RATHER THAN ISOLATED SUBJECT TEACHERS WHO ARE WILLING, ABLE, AND CAPABLE OF HANDLING THE TOTAL BUSINESS LEARNING (KNOWLEDGES, SKILLS, ATTITUDES) OF AN OFFICE OCCUPATIONAL AREA AS IDENTIFIED BY D.O.T. TITLE.

   Office occupations teachers should be prepared to select and to organize courses or units of instruction that depart from traditional patterns. Students may be better prepared for occupational success through teaching that presents skills, job knowledges, job wisdom, and acceptable work habits and attitudes as an intensified, integrated, and unified whole.

   In this kind of program, there will be much less emphasis on teaching subject matter as such, but there will be greater emphasis on learning within the individual.

7. THE IMPORTANCE OF PROFESSIONAL LEADERSHIP AMONG OFFICE OCCUPATIONS TEACHERS IS INDICATED BY THE FOLLOWING CHALLENGES:

   To be alert to change; to develop breadth and depth programs; to utilize community resources; to adjust content to slow-learner needs; to motivate low-level achievers; to meet employment trends and demands; to provide for continuous evaluation of new and on-going programs; and to develop better communication and articulation between various administrative levels and the various publics to be served.

The well-prepared office occupations teacher is one who knows modern office technology; who can use and develop new instructional materials and methods; who has a reasonable level of tolerance for student control; who is flexible, creative, and open-minded to change; and who has a professional attitude that is conducive to the improvement of instruction. In the final analysis, anything good that happens in the classroom is the result of the teacher.

It is mandatory that our educational offerings keep in "tune" with the ever-changing World of Work opportunities for entry office occupations.

The challenge for preparation of office occupations teachers is to develop professionally minded individuals who have leadership aspirations, abilities, and preparation, and who are creative innovators and experimental doers.

If we are to survive in the competitive struggle for a reasonable amount of time to prepare office students for entry jobs, it is imperative that we think wisely, plan big, and act promptly!

* * *

ROBERT BALTHASER

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State Department of Education
Vocational Education Division
Columbus, Ohio
(M.A.--Ohio State University, 1952)

Professional Activities:
Consultant, United States Office of Education, 1965

Professional Organizations:
American Vocational Association
Delta Pi Epsilon
NASBOE (President)

The State Supervisor and Teacher Education

Mr. Robert Balthaser

A state supervisor tries to simplify the problems of teacher education to a point where action can be taken on an evolutionary basis. He must work with State Plans, certification, approvals, standards, and evaluation. So he looks for trends to pick up the tenor of movement.

Presently, it seems that the trends in education, and specifically in Business and Office Education, fall into the following problem areas:

Content - Collegiate schools of business are moving too far "up" the management concept ladder in teaching content needed for high school teacher preparation.

Methods - The above movement in content is being paralleled by a "general education" movement in liberal arts circles who say that it is unnecessary to learn how to teach. Examination of almost every teacher education undergraduate curriculum will show a dearth of business teacher methods courses.

Student Teacher Supervision - General supervision of student teachers does not contribute to the development of trained teachers but serves only to "take attendance."

First-Year Teachers - Delegation of supervision of teachers in their first year of teaching should be teacher education oriented and controlled. Yet, this crucial year is not being served by the colleges.

Education for Education's Sake - General education produces nothing usable; it has to be applied in the United States to some vocational objective. The technological development in this country precludes change, as it precludes that someone uses those developments.

Legislative Action - At all levels, local, state, and national, education is involved in ballot boxes and with legislators. Presenting a practical, political image and viewpoint is not always easy for educators.

These problems must be translated into change, modifying, blocking, or some other type of action by Business and Office Education teacher educators. It becomes evident that the following action is necessary:

1. Change teacher education to be off-campus oriented. The teacher educator must be in the field as well as in the classroom.

2. It is time this country realizes that everyone does not need to know everything at any terminal point in our educational system.

3. Our knowledge, following point 2, could be "stacked" on a spiraling approach based on need of the individual rather than the educational system.

4. A step-by-step approach is needed whereby we identify terminal cut-offs at all levels for economic self-sufficiency for each individual. Another way of saying this is that all persons should be able to work at any educational level cut-off.

5. Since the generalists seem to have control of college curriculum, it may be the point for Business and Office educators to lead off in a 5-year program of teacher education along the lines of an internship approach.

6. In addition to the present well-structured subject teaching approach given our teachers, a total program approach based on the needs of their students should be set in motion.

7. Business and Office Education student teachers should be supervised in their student teaching by Business and Office Education teacher educators. Also, this function should be extended to the college supervision of first-year teachers.

8. We should examine the possibility of returning content to teacher education college control, or move to incorporate the technical 2-year programs currently developing in our community colleges or technical institutes as "pre-teacher education" content. After this 2-year program, selected students could move into the "academic" college for final teacher education training.

9. Department control of the content is mandatory. But, in addition, within these departments, we must move to examine and apply psychological findings available in other areas of research and investigation unrelated to education. This is not being done nor has it been done since the late "teen" and "twenties."

Any system, including education, is only as strong as its weakest link. Business and Office Education is that part of business education preparing persons to work in the office and clerical jobs which control the flow of information and records in this country and the world. The teachers of these people are prepared by our colleges; and the full-circle realization that the teacher educators are important to the cycle emphasize what Càlvin Coolidge once said; "The business of the United States is business."

* * *

Consultants

DONALD STATHER (Region I)

Associate Professor and Chairman
Division of Secretarial Studies
Boston University
(Ed.D.--Boston University, 1960)

Professional Activities:
Advisor, National Secretaries Association, Beacon Hill Chapter

Professional Organizations:
Delta Pi Epsilon (President, Epsilon Chapter)
Eastern Business Teachers Association
Institute for Certifying Secretaries (Examining Supervisor)
Phi Delta Kappa

Presentation of Guidelines

Dr. Donald Stather

High school teachers often assert that teacher educators are impractical. They say that the average teacher educator doesn't know high school students, that he does not consider the relatively low maturity level of the high school student while training high school teachers, and that he is not realistic about the high school student in terms of quality. This is often true of an educator long removed from high school teaching.

It has been my observation that business teachers seem to fall largely into two classifications. There are those who may be rated as good to excellent. They use satisfactory, modern techniques of teaching. There are, on the other hand, the sub-par teachers, those who use archaic methods of teaching. The sub-par teachers are often clustered within a school. It is the latter group which often complains of the above-noted deficiency in business educators, although the complaint is sometimes heard among the better teachers as well.

At any rate, the teachers who most need "refreshing" won't "come to the well." They won't take the methods refresher courses. They assert that the refresher courses are impractical and that the business educator is impractical.

How can we overcome this problem? There are probably many ways. May I suggest one: The teacher educator, as part of his total teaching program, should be allowed, encouraged, or required to teach a subject-matter course at the secondary level once every several years. He could teach a regular day course or a special course offered in the late afternoon, in the evening, or on Saturday. It could be any class of high school students, but it should include average, below-average, and above-average students.

The educator would get the opportunity to see how his methods work in practice. He would also learn a good deal, using for his laboratory what the secondary-school teacher refers to as a "real" class. High school teachers and student teachers could observe the class in small groups. If the course were offered in the late afternoon or in the evening, many teachers from many schools within the educator's geographic area could take turns observing. Discussion sessions could be held periodically, involving the business educator, student teachers, and the teachers who have observed the class.

By "practicing what he preaches," the teacher educator could improve his methods courses and, at the same time, prove that he is a realist and not a dreamer.

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ESTELLE POPHAM (Region II)

Professor and Chairman
Department of Business Education
Hunter College
(Ph.D.--New York University, 1941)

Professional Activities:
- Chairman, Publications Committee, National Business Education Association
- Institute for Certifying Secretaries
- Member, Delta Pi Epsilon, Research Award Committee

Professional Organizations:
- Delta Pi Epsilon
- Eastern Business Teachers Association (Vice President)
- National Secretaries Association (Honorary Member)

Presentation of Guidelines

Dr. Estelle Popham

The problem of getting quality education has disturbed me as the conference has gone on, because we have so many new things to do and so many problems confronting us. But, we shall have a real problem in the quality of education. Our Dean and Committee sent around a questionnaire asking us to consider a possibility of offering honors courses in all departments of the college. We were to think about whether or not we could legitimately and feasibly give these honors courses in the undergraduate program. The philosophy behind this, I think, is that it is increasingly important to have independent studies. These are coming in the better institutions. Colleges are going to move more and more toward directed, self-development. Nobody should be graduated with honors who cannot do independent studies. We were asked to make a recommendation for our department as to whether or not we could offer honors courses and justify them for our majors, and how it could be worked out. Yes, the answer is I think we can.

Our students can make business applications in certain course content. It might be that these will be related to the economics department because this is a liberal arts college and we have an interdepartmental major. We can do independent studies in economics only or we can do them in business education only, or these could be in relation to any other program such as applied psychology where there is a legitimate affiliation. This would not be a tutorial set-up. There might be a seminar-shared experience. The program would be administered by a committee and not just through one person, and I think this would work out very well.

We were trying to think of things we could do: investigations of the jobs in our area, analysis of procedures writing, analysis of induction materials, secretarial problems, studies of job aspiration by students in the area of communications. In my opinion, this is superior to the traditional classes as a means of learning.

I'm concerned with the total education of business teachers and not practitioner-level training, and I think we should not downgrade our education as a result of the Vocational Education Act. We should all be focusing on long-range training, and the real reason that I'm concerned about this for my institution is that I think this will give status to our department along with other departments.

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J. CURTIS HALL (Region III)

Dean, School of Business
Richmond Professional Institute
(Ed.D.--Columbia University, 1956)

Professional Activities:
  Consultant, Business Education Service, State Department of Education, Virginia
  Consultant, Virginia Schools

Professional Organizations:
  American Vocational Association
  Southern Business Education Association (First Vice President)
  Virginia Business Education Association

Presentation of Guidelines

Dr. J. Curtis Hall

I feel very much like the janitor in the drugstore I knew down in Blacksburg, Virginia. He was a very retiring little man and always kept in the background. One day the pharmacist and he were the only two left in the drugstore, and the pharmacist said to him, "I've got to go across the street. It will only take me five minutes. Will you take care of things while I'm gone?" Very reluctantly, the janitor said, "Yes." No sooner had the man gone out the door than the phone rang. A lady's voice asked, "Do you have salicylic acid in tablet form?" The janitor said, "Lady, when I said 'Hello,' I done told you all I know about this place." And when I told you that joke, "I done told you about all I have to say." I figured if I used one minute that way I might get through this talk. In my first approach to this, I tried to think of as many excuses as I could for not having much to say. I finally decided that I did not have an excuse for being stupid, so I'll have to try.

Since we said we could do something far out if we liked, I have a startling proposal for you. I propose that we abolish business teacher education--as we know it today. Now what I'm saying is that there should be no standard program of business education and that all of this "stuff" about listing courses should go. I'm talking about so many credits in this and so many credits in that, and so on. What we need is the kind of undergraduate business teacher education programs the home economics people are talking about for the mature adult. We need programs tailored to the needs of the people who are coming into them. Let's stop talking about six credits in English, twelve credits in English or two years in English. Let's talk about the competency in communications that we need. Perhaps some students won't have to take any of these courses in college. Maybe some will not have to take any accounting. Maybe they already know enough to meet the minimum that we have set up.

Now where do you start with a program like this? Start where we are. It is very simple. Take one of the programs you have in your school, or yours, yours, yours, or anybody else's. Add up all of the courses and then try to figure out what the students are getting from all those courses you are giving them now. You don't have to start from scratch, you see. What are they getting now? Let's see if we can figure it out and say, "Okay, that is what we'll aim for...that kind of competency." And then let's see if we can set up some device to measure how much of it they have when they come to us. It could be that we can cut out much of what we are doing now. There are one of two results from this: We either cut down the amount of time it takes to prepare teachers, or we can prepare much better teachers in the same length of time.

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GEORGE WAGONER (Region IV)

Professor and Head, Business and Distributive Education
and Office Administration
University of Tennessee
(M.S.--Indiana University, 1940)

Professional Activities:
- Advisory Board, Vocational Office Occupations in Tennessee
- Institute for Certifying Secretaries
- Research Consultant, National Secretaries Association

Professional Organizations:
American Education Research Association
American Vocational Association
Delta Pi Epsilon (Sponsor, Mu Chapter)
Pi Omega Pi

Presentation of Guidelines

Professor George Wagoner

I want to make four suggestions which are not innovating, but I think they are simple, possible, reasonable, and workable.

The prinicples of data processing--unit record and computer programming--should be a part of every business teacher educator program. Business teachers should understand school applications as well as business applications and be confident to advise the school on improving records, processing on machines, and such things as test analysis, grading, and class scheduling. We find that this is easy to accomplish.

We have already been told that teachers teach as they have been taught. Take advantage of this: One of the required courses in this program should include several units in which good programmed instruction is provided. One course in our curriculum should be handled on a sound team teaching basis. One or more courses should be planned always to include the use of visual aids, overhead projector, or other aids which we expect our prospective teachers to use. One course should be set up on an individualized instruction basis such as office machines. In this course they can see how progress records are handled and the planning which should go with individualized instruction.

No vocational office education teacher should be approved within a four-year teacher education program. Teaching experience, technical education, and professional education on the graduate level should be required for full certification. I have believed this for years, and I still think it is true.

Upgrade the teachers in the field who already have degrees. A teacher in the field who has already graduated should meet certain technical and professional education requirements. Technical background should be demonstrated either in courses having been taken in the last three or four years or by proficiency examinations. On the professional education side, methods and so on might be demonstrated by satisfactory courses within the last four years. Continuing education should be expected of these people to retain their certification. I don't know what other vocational areas have been found to be desirable over the years, but I request six quarter hours or a couple of courses each year.

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FRANK LANHAM (Region V)

Associate Prfoessor of Education
University of Michigan
(Ph.D.--University of Michigan, 1956)

Professional Activities:
- Accreditation and Curriculum Consultant, 15 Public Schools, 1965-66
- Advisory Committee, OREOS
- President, Research Division, National Business Education Association
- Research Committee, Delta Pi Epsilon

Professional Organizations:
- Delta Pi Epsilon
- Michigan Business Education Association
- North-Central Business Education Association (Vice President)
- Phi Delta Kappa
- Phi Kappa Pi
- Pi Omega Pi

Presentation of Guidelines

Dr. Frank Lanham

I was motivated this morning about the need for manpower projection suggested by Dr. High. I remember Michigan Bell Telephone Company suggesting some time ago that it would take about three times as many women than there are in Michigan to operate the telephone system here in our state. Automation and regrouping of people have helped to keep this industry operating. But let's relate the foregoing to education. I heard recently that as many as one-half of our college graduates will be needed to man our classrooms in the schools at the rate of our present growth. I do not believe it. Therefore, I'm going to make these propositions. You can agree with them or not.

The number of business teachers during the next 25 years will remain static. The number of business students served may triple or quadruple. Not all of the increase in students will be handled through automation. There will be added to the teaching profession an increasing number of educational technologists with job classifications yet to be identified. Yet, I suspect that these new classifications will cross all educational fields.

Now if the above propositions are true and if we should be working across all educational disciplines to develop the specialists we need to support us, this particular conference is probably structured the wrong way. We're working from the top to the bottom in one field--business education--rather than across fields. You might call this conference "vertical fragmentation" and what we need is "horizontal integration."

To identify the supporting technicians needed by business education of the future, horizontal integration is needed. Thus, by crossing fields, we will find the common tasks in the total field of education on which the educational technologist job classification can be built.

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JAMES MARMAS (Region VI)

Professor and Chairman, Department of Business Education
and Office Administration
Acting Director, Center for Economic Education
St. Cloud State Teachers College
(Ed.D.--Stanford University, 1961)

Professional Activities:
- Initiator and Developer, Center for Economic Education, St. Cloud State Teachers College
- Project Consultant, Evaluation of Block Scheduling vs. Traditional Procedures for Teaching High School Office Courses

Professional Organizations:
- Delta Pi Epsilon (Research Committee)
- Institutional Grants and Research Committee
- Minnesota Business Education Association
- Minnesota Business Education Planning and Research Committee
- North-Central Business Education Association
- Phi Delta Kappa

Presentation of Guidelines

Dr. James Marmas

Fred follows this little adage: "He who thinks by the inch and talks by the yard will be dealt with by the foot." That is why he has limited us each to four minutes. I, too, would like to emphasize the need to develop the objectives for our various programs in overt behavioral terms. I believe that most of the work we do in this area at the present time is too general to be truly useful in terms of developing vital business education programs on the high school level and on other levels as well. I ask the question, "Why do we use successful completion of courses as the basis for success in connection with our program?" Would we not be better to base our programs upon the behavioral competencies we want to develop in our students in general education programs, office programs, and basic business and economic programs? To do this requires that we specifically define what we propose to do in overt behavioral terms; develop programs, content, methods, and techniques to implement the desired behavior; and finally evaluate on the basis of these objectives. Meeting the objectives would be the basis for completion, rather than a specific course.

Second, I would recommend that our business teacher education program should include at least a one-year internship. The internships might be handled in various ways. Arrangements might first be made with appropriate schools that indicate interest and enthusiasm about an internship program. A master teacher, or master teachers depending upon the areas involved, could be employed in business education as well as other areas to work with the interns within that school.

Many of the things which we have been talking about at this conference--innovating, using audio-visual aids appropriately, team teaching, and other approaches of this kind--could be incorporated during the internship year. Work experience opportunities could also be provided. The master teacher or teachers would help the intern develop himself for effective teaching and be allowed time to perform this function appropriately. A team of college consultants would be established and be available for consultation. Consultants would represent the specialized areas in the program of the intern. A fringe benefit of such a plan would be the impact it would have upon other teachers within the educational system in which the intern works. This would facilitate bringing about appropriate change in educational programs.

Third, I believe we must do a better job of orienting prospective teachers to their public relations role. We have done very litte in this area. Most of our activities in this regard are confined to our professional ranks. We write for our colleagues, we talk for our colleagues, and we meet with our colleagues. We do not communicate well with the public.

Fourth, I would emphasize that we do something about bridging the gap between what we refer to as basic business education and economic education. As business teachers, we do a much better job of teaching personal finance and consumer education topics; we do a poorer job in the societal economics area. Both are equally important. I would recommend that as business educators we develop materials and methods that will integrate applied economics with the societal. For example, when we talk about personal and family money management, we talk about budgeting, making decisions concerning money, and related topics. Seldom, however, do we take what I consider a necessary step beyond--discussing how budgeting on the national level differs from budgeting on a personal or family level and why. The myth that government must always balance its budget is common today. A similar approach should be followed when we teach or talk about credit, banking, taxation, and other basic business topics. More careful planning and commitment in the basic business area is needed if we are to improve this area significantly during the next decade.

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WILLIAM PASEWARK (Region VII)

Professor and Head of Business Education and Secretarial
Administration Department
Texas Technological College
(Ph.D.--New York University, 1956)

Professional Activities:
Advisory Committee to the Commissioner for Vocational Education, Business Education, State of Texas
Regional Board of Examiners, American Association of Commercial Colleges Commission to Study Teacher Preparation Curriculum
Texas Education Agency

Professional Organizations:
National Business Teachers Association
Texas Business Education Association
West Texas Business Teachers Association

Presentation of Guidelines

Dr. William Pasewark

Last November, the President of Texas Tech said the School of Business Administration would get $4.5 million for a new building. All departments in the School of Business Administration submitted their requests for rooms and the Business Education Department asked for 14 classrooms. In January we met with the Campus Planning Committee to justify these rooms. The committee understood the use of all rooms except Room No. 12 which was called an "Office Research Laboratory." They asked about the function of this room. I explained that on the farm and in the factory, production has increased while costs per unit has decreased. In the office, though, this has not happened.

Our department requested a room of 250 square feet to house equipment that would measure men, methods, and material in office work.

To reduce the cost of office work, it is necessary to measure what you are doing. When I finished the presentation, there was silence in the room and I didn't know whether I had shocked them or bored them.

The next day we returned to find out whether the Committee decreased the number of rooms or the size of any rooms we requested. All of our requests were granted until we got to Room No. 12--the Office Research Laboratory. The architect said, "That Office Research Lab is 250 square feet you requested. We don't think you are asking for enough space. We'll give you 550 square feet for the Lab and we want to move it to a location in the building that will be better for research work."

The Campus Planning Committee knew about problems in the office because what do members of the Committee deal with? Paperwork. The Office Research Laboratory was the only room in this building in which the square footage was increased from the original request.

So, basic reasearch about the office is an innovation we should consider.

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ALICE YETKA (Region VIII)

Assistant Professor, Business Education
Colorado State College
(Ed.D.--Colorado State College, 1963)

Professional Activities:
Chairman, Committee for Development of Colorado State Plan for Vocational Education, Colorado Business Education Association

Professional Organizations:
Colorado Business Education Association
Delta Pi Epsilon
Mountain Plains Business Education Association

Presentation of Guidelines

Dr. Alice Yetka

When we were talking here about the problems of education and the four-year curriculum of teacher training, it occurred to me that we're trying to bite off an awfully big hunk to try to prepare teachers for this flexible curriculum in four years. Actually what I feel we need to do is to get involved in their profession. Too many of them accept a four-year college education as terminal education. When they get out to teach school, they forget that they have just scratched the surface. They don't really know a lot; they are not involved in professional activities; they aren't involved in business activities; and they don't know where to go for help. Their horizons are confined to what they have learned in four years of college. I've found this brought to my attention just before I came to this meeting.

I was out supervising student teachers, and one of the critic teachers who was teaching in one of the school where I was assigned said, "What's the matter with the people at the college up there? Why don't you set up some meetings? Don't you have any meetings where I can go to talk to business educators?" And I thought, "My word, you must have been teaching for 25 years in this state, and we have more organizations than we can keep up with." So I said, "Have you been to the Fall Forum Meeting?" Well, no, she didn't even know we had a Forum group. She was completely unaware that in the state of Colorado we had several organizations that she could have participated in. And student teachers, I think, are subjected to this kind of experience when they get out in the public schools. They don't learn about the organizations that they could get into either. We need involvement and that leads to communication.

A lot of teachers come in from other states. They are not trained in our institutions. They might be trained in state institutions elsewhere, and we have no way of reaching them. Everybody knows that Colgate's Toothpaste tastes good; we communicate this type of thing. But we don't communicate the important things in our area--the things that people have to know to keep current. They get out of date too soon. The four-year term is too short a period. Yet, we look at the four-year system, and what are we teaching? Beginning typing courses are offered for credit in most of our institutions although beginning courses are offered at the junior high school level and very few people can get through high school without taking a typing course. We continue to offer typing as a credit course in some of our four-year programs. If the student hasn't even taken a beginning typing course in high school, and he wants to become a business teacher, it seems to me he could take that for noncredit. The science and mathematics people require some kind of background in their area before a student can major in their curriculum, and I see no reason why we can't do the same.

We talk of requirements in terms of work experience. How much work experience can an 18 year old or 21 year old have? I would say you do not need experience to teach shorthand and typing. Maybe you do to teach the advanced secretarial procedures courses, but not some of the skills courses. A teacher has to start some place. He must get his initial experience somewhere, and these basic skills courses might be a very good place to begin.

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LAWRENCE ERICKSON (Region IX)

Associate Professor
Head, Graduate Business Education
University of California, Los Angeles
(Ed.D.--UCLA, 1955)

Professional Activities:
Advisor, various California School Districts
Consultant, Office of Economic Opportunity, Job Corps Program
Consultant, Western Union Telegraph Company, New York

Professional Organization:
California Business Education Association
National Association for Business Teacher Education (Board Member)
Western Business Education Association

Presentation of Guidelines

Dr. Lawrence Erickson

The concern for teacher education and its improvement is a continuing educational problem. What should be the program of teacher education? A good program of teacher education, it seems to me, should have as its guiding principle, flexibility. We do know that students who plan to follow teaching as a career, come to us with a variety of talents. We need to find out what they know, and then plan a program to meet their needs. Although it is true that a business teacher should have a basic body of knowledge appropriate to his field as well as a professional education background, he doesn't necessarily need to follow a prescribed curriculum which allows for little or no variation. A program which has flexibility would allow for much independent study and experimentation, among other things.

Flexibility should also carry over into student teaching, as a part of the teacher-education program. Time spent is no measure of competency; rather, the student teacher ought to develop certain agreed upon teaching competencies. He should be able to demonstrate these competencies. As an example, a student teacher should be able to state clearly in behaviorial terms which can be measured, the objectives for the course he is to teach. The achievement of these objectives by the students he teaches is one important way to evaluate the performance of a student teacher. Such evaluation, it again seems to me, is a much more nearly valid and reliable indicator of his teaching competency than is an evaluation based upon such vague measures as, good rapport with students, student attention, and the like.

Student teachers, too, can be aided in their preparation for the teaching experience by proper utilization of audio-visual media, such as video-tape. A taped classroom session can be evaluated by the student teachers under the guidance of a master teacher or clinical professor. Strengths or weaknesses can be noted. Suggestions for improvement can be made. Provision, too, can be made in a simulated situation for immediate practice of suggested improvements or changes in teaching procedures. Many other approaches which will help prepare the student teacher for his classroom experience can be utilized--all will result in gains that will be reflected in an improved classroom performance by the student teacher. In addition, by means of closed-circuit television, it is possible to observe and study live classes. Similar procedures to those used with the video-tapes can be used to analyze the teaching-learning process, again without disrupting the work of the class being observed.

Another practice which seems to have value in teacher preparation is training in sensitivity. A variety of interesting experiments are now being conducted in the area of sensitivity training. Out of these experiments should come much that will be of value in increasing or improving teacher awareness of student needs and sensitivity to their problems.

Another principle that applies to student teaching is the need for a variety of teaching experiences. The student teaching program can be improved if student teachers have experiences in underprivileged areas (frequently our mid-city schools), as well as in privileged areas (the suburban schools).

Teacher educators, too, need to have their roles more carefully defined. In a very real sense, they need to be practitioners as well as theoreticians. Here the clinical professor may have an important role to play. Finally, and not the least in importance, teacher educators need to be engaged in research. They need to have time for such research activities, if their energies are not to be dissipated by the burden of a too-heavy work load.

The foregoing comments represent only a sample of the ways that may help us in our efforts to improve the teacher education program.

* * *

As a result of this Clinic, a series of 20 guidelines were developed and revised. Sets of these guidelines were then mailed to approximately 1200 city and state supervisors and business teacher educators. Each person who received a copy of the guidelines was asked to suggest changes, to submit additional guidelines, and to send us names of additional business educators. They were also urged to participate in the June 1-3 National Clinic.

PHASE II--Regional Clinics, Winter-Spring, 1966

A consultant from each of the nine H.E.W. regions presented the preliminary guidelines at a Clinic held in his region. They secured reactions from the audience and prepared a revised draft incorporating the recommendations from their regional meetings.

Exhibit I shows the breakdown of these regional meetings and where each was held:

EXHIBIT I

Date	Region	Town	Consultant
2/22-25	II	New York, New York	Dr. Estelle Popham
3/ 1- 4	IV	Atlanta, Georgia	Prof. George Wagoner
3/ 8-11	I	Boston, Massachusetts	Dr. Donald Stather
3/15-18	III	Charlottesville, Virginia	Dr. J. Curtis Hall
3/22-25	V	Chicago, Illinois	Dr. Frank Lanham
3/29-4/ 1	VI	Excelsior Springs, Missouri	Dr. James Marmas
4/12-15	VII	Dallas, Texas	Dr. William Pasewark
4/19-22	VIII	Denver, Colorado	Dr. Alice Yetka
4/26-29	IX	San Francisco, California	Dr. Lawrence Erickson

PHASE III--National Clinic, June 1-3, 1966

At the National Clinic, the revised guidelines were thoroughly reviewed and new ones were proposed, discussed, and refined. The participants decided that the final set of guidelines would be 19 in number. Plans were made to edit and disseminate the guidelines to all city and state supervisors and business teacher educators in the United States.

The following summaries give the background of the speakers and the key points of the speeches which they presented.

Keynote Address

ROY POE

Executive Director
Gregg Division
McGraw-Hill Book Company
New York, New York

New Challenges to the Business Teacher Educator

Mr. Roy Poe

What are the challenges to business teacher training in this new climate of education? Let's examine some of them.

One of the teacher educator's greatest and most immediate obligations is to develop in his students an awareness of the critical changes taking place in the structure of vocational education. The teacher-training curriculum of the future must contain an analysis and interpretation of legislation affecting education in general and office education in particular. This is too far-reaching a development to be left to chance, and a one- or two-hour lecture won't do the job. I visualize at least a 16-hour course in which even some experience in proposal writing is introduced.

One of the most exciting new developments in education is research. Of course, we have always had research--some of it very good and much of it very bad. But we have never had enough research. Now that it is possible to get funds for research, we can expect a great deal more of it, especially from the new research centers that are emerging and from teacher-training institutions. Not only must more emphasis be given to good research techniques in terms of the student himself but an awareness and appreciation of the research that is being done by others. In other words, the student must learn how to make intelligent use of good research.

Education no longer consists of a textbook and a teacher. We are in the midst of a multi-media revolution in educational materials, too. Business education is ideally suited to multi-media instruction, and business teachers must be up-to-date on new developments in tape laboratories, motion picture innovations such as film loops, overhead projector improvements such as the Flipatran, television teaching, new teaching machines that are still being experimented with, programmed books, auxiliary booklets and kits, and so-called computerized instruction. Modern teacher training is horse-and-buggy education if it does not include new educational media.

Our critics maintain that business teachers do not keep in step with business--that their methods, machines, and materials are several light years behind business. They point at our slow awakening to the actuality of modern data processing as a prime example. Keeping teachers up-to-date with business is one of the great crucial obligations facing teacher educators today. Too many teacher-training institutions are poorly equipped and too far removed in miles and in their thinking from modern business practice. It is unthinkable that a teacher-training institution should be less well equipped than the high schools that surround it, yet this is often the case. Teacher educators must first resolve to keep themselves up-to-date with business in all respects and then to make sure that the people they train are similarly indoctrinated. We know too little about the emerging new office occupations and the requirements for entering them. Often when we do have money to spend we buy the wrong machines. Perhaps one way to make teacher trainees aware of the changing business world for which they are training workers is to require some type of cooperative education for a teaching credential. Is it possible that graduate credit might be given for office experience? It's an intriguing idea.

Teacher trainees become teachers of shorthand, typewriting, and bookkeeping and not total business educators, because this is the way they are trained to think and they never get out of the rut. Another challenge facing teacher trainers, then, is to broaden the education in business, in economics, and the liberal arts. Broadening the education in business may not necessarily mean more courses but more effective ones. Is it possible that the accounting major's courses in accounting, law, and finance should not be the office educator's courses in accounting, law, and finance? A business teacher must become involved in subject content as it relates to educating others for office employment and not merely exposed to it as a required hurdle to meet certification requirements. Is it possible, for example, that a special survey course in economics for teachers of office education would be much more productive than one that merely gets a student ready for an advanced course?

Teacher trainers must prepare learning specialists, in terms of the psychological and sociological principles of learning. Business teachers should expect more and more to deal with reading, writing, and spelling handicaps; the cultural and psychological problems of the disadvantaged; special problems of adults; and so on. Here we must make it our business to know what other disciplines are doing and relate their experiences to our own teaching problems. Our teachers must be encouraged to read more widely from psychological and educational journals and books. They must avoid insularity and become total educators.

Block programming, cooperative education, individual progress, articulation of subject matter by grade level from junior high through junior colleges, the disappearance of the Carnegie unit, all call for a new approach to curriculum construction and greater adaptability to change. The modern teacher training institution must prepare teachers who think change.

Perhaps the greatest task of the teacher educator is to bring about more creative teaching--the desire to experiment, to be innovative, to find new ways to motivate and inspire learning. Creative teaching implies better scholarship, an intellectual curiosity, greater professionalism. We must somehow find ways to get our teacher trainees to care enough about their profession to read widely; to continue to educate themselves; to join and participate in education, business, and community organizations; to write for publications. One of the problems our revolution has brought is a demand for an endless flow of new learning materials with fewer and fewer people ready, willing, and able to prepare them.

Teacher-training institutions must somehow find ways to reach those who are in service but who passed away professionally many years back. This is one of the most difficult problems to overcome, as state and city supervisors will attest. Attractive programs must be devised to bring these people back to the campus, to get them into business offices, and to make them want to involve themselves in the new awakening of education.

Are these impossible goals for the teacher educator? They may seem so, but it appears to me that they are worth reaching for. The first step in accomplishing them and others will be taken in the next two days. These could be the two most profitable days ever spent in behalf of business teacher education. I hope they will be.

* * *

Implications of the Guidelines

MILLARD COLLINS

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Office Products Division
IBM Corporation
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Professional Activities:
National Defense Educational Activities Committee
Commerce and Industry Association

Professional Organizations:
CPS Institute
Mountain-Plains Business Education Association
Office Executive Association (Board of Directors)

Implications of the Guidelines

Mr. Millard Collins

I have had the opportunity of looking at each of the guidelines more than once since their first drafts last March. It is interesting to note how these are formulated, how they are changed, and how they revolve back to dead center, so to speak.

The implications of the guidelines as I see them from the office situation and the business, in general, is that perhaps it is good to stop or pause and evaluate those things that we know are basic and those things that we know are good in any situation. I don't want to take each guideline and go to the "How" section, but I would like to just point out a few that I feel are of value.

I think the guideline on the English language is important. It happens to be one of the biggest problems we are confronted with--each of us--and I am sure that each of you, as business teachers, will say that it is one of your problems. We haven't licked it and we may not be able to do so unless we are willing to consider reading as important as typewriting, grammar, spelling, and everything else that comes into this whole communication scheme.

Your guideline on job-level competency for teachers always bothers me. I don't think there is an implication here for business. I think it is much more important that the teacher understands the complete process of what happens to that shorthand, for example, than just pushing the students to get the speed! If we could expose students to this, business would be very pleased to know that the student appreciates the mechanics from the beginning of the spoken word until it is in the mail basket and out--mailable, and, many times, eraser free.

I think teacher curriculum development certainly has implications for business because we are changing. There's an explosion of knowledge and there's an explosion of technology.

Teacher's interest in and dedication to students has many implications. I think that you people are going to have to raise your hand and ask your presidents and your deans, your boards of education and your principals, to give you time to get into the business world because you just can't sit in the classroom. If you watch the science people, the math people, and some of the others, they're probably doing more of it than we are and yet we have the largest laboratory of any of them.

The business teacher must also be concerned with vocational education and legislation. Business is involved in many of these programs, either to a greater or lesser degree, and I think the business teacher must relate these programs to the total office and business education program in his community.

Maybe there isn't anything too new in all of these guidelines and maybe the implications are not too strong. If you go back and look at some of the work that all of us have done, or if you look at a yearbook somewhere, you'd find everything which is included in these guidelines. But, the thing that is new is the fact that I see unity beginning to formulate. You know, sometimes, we get very disturbed and we have to work very diligently to keep from having a division. We can split and it takes a long time to mend a split. What I'd like to see, with strong implications here for business, is a united front and a oneness of purpose. You have different functions and different avenues through which you'll go; but you still are training people for the world of work.

* * *

DONALD TATE

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Business Education Department
Arizona State University
(Ed.D.--New York University, 1952)

Professional Activities:
- Awards Committee, Delta Pi Epsilon
- Chairman, Inspection Team of the Accrediting Commission for Business Schools
- Gregg Award Committee
- Handbook Committee, Arizona Business Education

Professional Organizations:
- Arizona Business Educators Association
- Beta Gamma Sigma
- Delta Pi Epsilon
- National Business Education Association (Executive Board)
- Phi Kappa Phi
- Western Business Education Association

Implications of the Proposed Guidelines

Dr. Donald Tate

To see where we may be leading ourselves by concentrating on education for office occupations, rather than by viewing the whole of education, we can first review a definition of business education.

The definition referred to has been developed through the years. The definition embodies a philosophy of business education. Business education defined: it consists of three parts--a foundation based on basic business, office education, and distributive education. From a series of individual courses, we have developed curriculums reflecting the philosophy embodied in the definition of business education.

Looking to the future, Dr. Tate predicted that more business teachers will be teaching economics courses, provided other states follow the pattern being established in California; that more senior courses in general business will be taught; and that more accelerated classes in business will be taught. The senior and the accelerated classes will enroll both business and nonbusiness majors. Also predicted was more cooperation between distributive education and other segments of business education.

In total, more of the overall philosophy of business education will be practiced.

How can we build on the gains made in business education? By continuing with the unified direction experienced in the Clinics for Office Occupations.

What are some of the weaknesses in business education? A primary weakness lies in the relationship of the business teacher to his business community. Too many business teachers are insecure in the presence of businessmen, for they don't speak the businessmen's language. They can't give advice that businessmen expect of experienced high school teachers. This shortcoming may become more acute as we send more coordinators of office education programs out to find work stations for their students. For business education to move forward, we must command the respect of the businessman.

A word of caution for the specialized endeavor, such as the Office Occupations Clinic. When a set of guidelines for one segment of business education is developed to the exclusion of other segments, business education may find itself winding up with only skill teachers interested in office education and may find only these programs remaining in high schools.

What can business education do to continue its improvement? More business subject matter should be offered to undergraduate and graduate business teachers. Business teachers should be taught to assume more leadership in activities such as Junior Achievement. Teachers should be taught how to form a corporation, how to market a simple product, and how to dissolve that corporation at the end of the school year. Such activities should be incorporated into the programs for FBLA Clubs, Pi Omega Pi, and Delta Pi Epsilon chapters. This kind of experience would give business teachers a knowledge and self-assurance that would command the respect of the business community.

More business education should be offered that would attract larger numbers of the capable students. These students should be imbued with the spirit of business.

More business teachers should prove that business educators do serve the community, the nation, and the community of nations. This can be done through the Peace Corps, Vista, and community action groups.

Business education should avoid being labeled as office education for this label may be the noose that hangs business education as known in the past.

The advances of business education's unified activity on a nation-wide basis, as evidenced in the Office Occupations Clinic, should be continued.

* * *

United States Office of Education

BRUCE BLACKSTONE

Chief, Office Occupations Education
Division of Vocational and Technical Education
Department of Health, Education and Welfare
Office of Education
Washington, D. C.
(Ed. D.--University of Southern California, 1953)

Professional Activities:
- Consultant, Iranian Ministry of Education
- Consultant, National Career Guidance Foundation
- Consultant, United Business Schools Association
- Technical Advisor, Business and Office Division, American Vocational Association

Professional Organizations:
- American Vocational Association
- Eastern Business Education Association
- Office of Education Vocational Association
- Phi Delta Kappa

Impact of Vocational Education Act Upon Office Occupations Teacher Education

Dr. Bruce Blackstone

The impact of the Vocational Education Act of 1963 upon teacher education in support of the office occupations can best be illustrated by the fact that you are here today. We live in a rapidly changing world...a world which is changing both in degree and in kind. Providing teachers to support instruction in office occupations is a major task...a task which must be met at multiple levels of instruction, and in multiple clusters of office occupations.

The Vocational Education Act has had an impact in that it is now possible to provide support to teacher education from State/local and Federal funds. It is possible for a state, if permitted by its State Plan, to buy the services of an institution, school, commerical, or professional group to provide specific learning experiences for specific persons taking them from a specific spot on the educational continuum and delivering them to another prespecified spot on the continuum. Instruction in support of Office Occupations Education must be specific and related to predetermined objectives. There is now, for the first time, a demand for evaluation of the effectiveness of "methods" instruction.

A significant impact from the Vocational Education Act will be found in recognition that there are certain different things about instruction for office occupations. Office Occupations Teacher Education is like the field of Office Occupations Education, a child of the Vocational Education Act of 1963. Office Occupations Teacher Education's purpose is to support the total spectrum of office occupations education programs as defined and established by the rules and regulations governing programs under the Vocational Education Act of 1963. In this program the emphasis is not upon the teaching of subjects, such as shorthand, typewriting or bookkeeping, but is rather upon the preparation of a person to enter and advance in an office occupation. This changes the orientation of teacher training and some of its supporting methodology.

We cannot do the same things in the same way and say that we are doing a job of office occupations teacher education. We must apply the same approach to the occupation of "teacher of office occupations education" as we will apply to any of the other major occupational classifications.

We must start from an analysis of office occupations teaching at each of its multiple levels..high school..post-high school...junior college...private business school...military schools...MDTA, and many other specific institutional levels. Once we have described the occupation in behavioral terms of specific performances and knowledges and then the social and background skills and knowledges, we have the problem of translating these objectives...because that is what they become...into the language of the educator. We must develop standards, methods and materials, to effectively lead our prospective teacher from his career objective statement to successful achievement of his requisite activities as a teacher of office occupations.

Once we know what the student needs to know, and have planned how to give him the appropriate learning experiences, we must "run him through" the program using the most effective educational procedures possible.

Certainly one of the most important aspects of a teacher education program in the office area is that of a realistic "practical experience," that is in this case, a realistic cadet teacher experience as well as a realistic period of time on the job in an office occupation.

After the student has completed his learning experiences he should be assisted to get a teaching job in the area and at the level for which he had been trained. The final step in this teacher education process is to follow up the new teacher and see if, in fact, he can do what he is supposed to have learned..that is, to be able to teach and to teach well...if he can, we have a positive feedback and do not need to make major changes...if, on the other hand, there are significant "CAN'TS" in his teaching, we must reexamine the teacher education which has been provided and perhaps make major changes.

There is a difference in office occupations teacher education and business education teacher education. Most business education teacher training programs lead to meeting of state certification requirements. In Office Occupations Teacher Education a person may qualify under the

State Plan, and yet not qualify for high school certification. It is always important to remember that we serve many levels of instruction. Office Occupations Education is NOT HIGH SCHOOL ORIENTED, and its supporting teacher education must not be restricted to this area.

Our responsibility for teacher preparation for office programs is greater and more clear than ever before. We must provide for multiple levels of instruction...We must accept the frame of reference of vocational education in our teaching procedures..We must maximize the efficiency of instruction, even if this means the development of less than 4-5 year, degree-oriented teacher preparation programs. (In some areas an Office Occupations Teacher Technician may do as well, or maybe better than a 5-year degree-oriented graduate.)

We must build upon the abilities which the candidate brings to the teacher preparation program...we can no longer afford the luxury of a lockstep, prescribed, "from start to finish" teacher education program. We are not interested in the number of semester hours...or seat time...WE ARE INTERESTED IN GETTING THE PERSON ON THE JOB, WELL PREPARED, AS RAPIDLY AS POSSIBLE.

A new force is loose in the field of business teacher education. This force, office occupations teacher preparation, is identified, restricted and must follow prescribed actions which may or may not be familiar to business educators. Office Occupations Teacher Education can provide facilities, equipment, staff, research, and other ancillary services to state approved teacher education programs. A strong program in support of Office Occupations Education is the best friend that Business Education Teacher Education can have. There are several ways in which an Office Occupations Teacher Education can be established on preservice and inservice bases. The State Plan for Vocational Education provides the basis for any authorized Office Occupations Teacher Education program. These can be by contract for specific services and they must be reviewed each year.

There will be a continued impact of Office Occupations and its supporting teacher preparation programs. New people and new objectives must be involved in office occupations education. Facilities, staff, and equipment can be made available to provide the tools necessary to do the teacher education job.

We must determine what needs to be done, set it up in appropriate form, and carry through the program. We must be prepared to have self-evaluation of our teacher training programs and also to have evaluation conducted by others in terms of criteria which they establish. Part of the purpose of this meeting is to provide guidelines to help thsoe who will evaluate our program and have a set of adequate criterion on which to judge Office Occupations Teacher Education programs.

It seems reasonable to assume that our teacher preparation programs will become better in content and methodology and will support an increasingly important office occupations education program for all who want, need, and can profit from it. This is our challenge and teacher preparation programs are the tools we have to get the greatest return from the efforts to provide office occupations education in all communities and for all persons of the nation.

Vice President
South-Western Publishing Company
Cincinnati, Ohio

* * *

Reactions from the Consultants

Mr. John Pendery

I am delighted and feel highly honored that Dr. [illegible] and [illegible] have permitted me to be here at both sessions of the Office Occupations Teacher Education Clinics at Wayne State University. I have enjoyed every minute of the two Clinics. It is the first time that I have had the opportunity to work with many of you.

At the opening session, Roy Fox commented that we in the field of business education have been sitting in the chimney corner while other fields of education have been dancing in the ballroom in glass slippers. He indicated that the Vocational Education Act has given us the opportunity to come out of the chimney corner to participate in the dance, the music for which is being furnished by state and the Federal government.

One of the things that bothers me is how we are emphasizing one of the many hats one has dropped in our laps. Few of you have been connected with business education any longer than I have. I can remember [illegible] years ago when we were doing all we could to justify [illegible] in terms of its personal and social values. Since that time the emphasis has swung widely from personal values to [illegible] values, back to social values, and now the greatest emphasis [illegible] on vocational education. The time we have spent in these two Clinics has been devoted to vocational values of business education and the training of vocational business teachers. In [illegible] programs emphasizing the broader values has been [illegible] because the Vocational Education Act pertains only to vocational business education.

Even before the passage of the Vocational Education Act of 1963, there was a definite trend back to greater interest in preparing high school students to earn a living on graduation from high school. It took four or five years following Sputnik for parents and school administrators to realize that all students had neither the desire, the interest, or the money to go to college. Enrollments in business subjects were increasing tremendously before the passage of the Vocational Education Act. Much of this increase was due to more students in the high schools.

As I participated in these Clinics I couldn't help but think that people on the outside, reading of the things we have done here, might think that we in business education have never had any guidelines before. We know that this is not true because many of our business education

Implementing the Guidelines

JOHN PENDERY

Vice President
South-Western Publishing Company
Cincinnati, Ohio

Implementing the Guidelines

Mr. John Pendery

I am delighted and feel highly honored that Dr. Cook and you folks have permitted me to be here at both sessions of the Office Occupations Teacher Education Clinics at Wayne State University. I have enjoyed every minute of the two Clinics. It is the first time that I have had the opportunity to work with many of you.

At the opening session, Roy Poe commented that we in the field of business education have been sitting in the chimney corner while other fields of education have been dancing in the halls in their fancy slippers. He indicated that the Vocational Education Act gives us the opportunity to come out of the chimney corner to participate in the dance, the music for which is being furnished by funds from the Federal government.

One of the things that bothers me is how we are spending some of this money that has been dropped in our laps. Few of you have been associated with business education any longer than I have. I can remember thirty-five years ago when we were doing all we could to justify business education because of its personal and social values. Since that time the pendulum has swung widely from personal values to vocational values, back to social values, and now the greatest emphasis ever on vocational education. The time we have spent in these two Clinics has been directed to vocational values of business education and the training of vocational business teachers. In fact, any reference to programs emphasizing the broader values has been discouraged because the Vocational Education Act pertains only to vocational business education.

Even before the passage of the Vocational Educational Act of 1963, there was a definite trend back to greater interest in training high school students to earn a living on graduation from high school. It took four or five years following Sputnick for parents and school administrators to realize that all students had neither the desire, the interest, or the money to go to college. Enrollments in business subjects were increasing tremendously before the passage of the Vocational Education Act. Much of this increase was due to more students in the high schools.

As I participated in these Clinics I couldn't help but think that people on the outside, reading of the things we have done here, might think that we in business education have never had any guidelines before. We know that this is not true because many of our business education associations, including the National Association for Business Teacher Education, have established many guidelines that have served us well. A comparison of these guidelines with what we have recommended in these Clinics show that many are not new. We have retained the good and have added much to the proposed guidelines. Here are a few of the guidelines that I think stand out above the others.

The first is the recommendation that both teachers and students should be exposed to actual office procedures at every opportunity. This experience is necessary with the constantly changing procedures and practices resulting from new office machines and data processing methods.

The second is that our teaching of business subjects must include more understanding of business systems. I believe the guideline as proposed is understandable to people who may not be directly connected with the office administration program.

The third guideline of importance in my opinion is the recommendation that there be better coordination of programs in junior colleges and community colleges with four-year colleges to encourage more people to enter more advanced training for business and business teaching.

The fourth guideline of great importance is the recommendation that teachers who are already in the classroom must use every facility available to keep up to date on what is happening in the business office.

The fifth guideline that may have a greater impact than some others is that all business teachers have an obligation to teach not only the skill subjects but also the related areas that develop in every class. An understanding of business operations is important but teachers must use every facility available to help students find areas of great interest and potential and to help each student develop to the fullest capacity.

My final suggestion is that we take advantage of opportunities opened to us by the Vocational Education Act, not just to be spending money, but to develop the best programs possible to prepare people for the top jobs in business offices. With office production costs increasing, businesses will be demanding employees who are more efficient and with greater skill.

* * *

HERBERT TONNE

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New York University
(Ph.D.--New York University, 1928)

Professional Activities:
Sponsor, 76 doctoral candidates in Business Education

Professional Organizations:
American Chapter, International Association of Business Education (President)
Business and Economic Policies Commission (Chairman)
Delta Pi Epsilon
Eastern Business Education Association (President)
Gregg Teachers Association

Implementing the Guidelines

Dr. Herbert Tonne

The summarization of a series of conferences in which judgments were made, revised, and then after more discussion again revised, is an almost impossible task. It, therefore, seems wiser to take a somewhat different approach to reviewing the guideline study in business teacher education by considering major alternates.

A possibility that deserves further consideration is the idea of eliminating all formal requirements for teacher certification and requiring a series of tests in subject matter, and in teaching procedures. It has been tried, frequently, in many other countries. It has the advantage of eliminating the red tape of courses, waste of time involved in listening to irrelevant lectures, and giving the full recognition to the variety of learnings achieved in everyday life.

The major disadvantage is that no test can measure all the abilities involved. Moreover, most people involved as they are in the minutia of life do not have the self-discipline to do the studying by themselves needed to prepare for such an examination. Finally, it does not fit in with the American pattern for preparing for professional job competency.

Nevertheless, techniques of measurement for teacher competency should be developed, either through the state education department, or better through some central agency whose judgments are accepted by the state education departments as an alternate procedure for the recruitment of business teachers. There are a considerable number of highly qualified persons available who, if they can prove competency by an organized shortcut, would be valuable business teachers.

Another widely suggested procedure for securing adequately trained business teachers is to build an entire qualification program around job experience. The British have made extensive use of this technique. Well qualified, cultured men and women in office work are invited to become business teachers. They take a pre-service training course in the summer and become probationary teachers for one year. If they show classroom competence, they take two in-service summer programs and then are permanently licensed. No formal school training was required when the program was first initiated. Many of these teachers were highly competent school masters.

The State of California has toyed with the idea of certifying, as business teachers, liberal arts college graduates who have given evidence of adequate job experience without requiring any education courses, at least at an initial basis. Serious deficiencies can develop in the use of this procedure. Job experience is necessarily limited. An office worker may be thoroughly competent in his job and still not know the gamut of job service required for teaching.

Some combination of testing, job experience, and courses on the basis of school courses seems to be a best combination. The standard American system of determining competency for teaching business subjects has been to emphasize courses as an evidence of competency. It would be most unwise to discard this procedure as a major basis for selection unless we have proved alternates. Much wiser is a modification to supplement courses.

The guidelines that have been developed in business teacher education in this project should help teacher educators materially in approving their course work by innovations in job experience, testing, and programmed learning. Alternate procedures for the traditional pattern for teacher education in business should be considered supplements, rather than substitutes to the traditional pattern, for while the traditional pattern has weaknesses, it also has major strengths which we need to cherish and preserve.

* * *

PHASE IV--Editorial Committee, June 4-6, 1966

An editorial staff consisting of the Project Director, Dr. Fred S. Cook, and three Consultants--Dr. J. Curtis Hall, Dr. Frank Lanham, Dr. James Marmas--reviewed and revised the guidelines which were developed at the National Clinic. The editors also considered suggestions which were received from the mailing to the 1350 business educators. These guidelines were then submitted to two professional editors for additional refinement.

SUGGESTED GUIDELINES

Every city and state business education supervisor and every business teacher educator in the United States received at least one draft of the tentative guidelines, and, in most cases two drafts. An earnest attempt was made to secure their written comments as well as their active participation at the H.E.W. regional meetings and the National Clinic. A total of 323 business educators participated in the development of these guidelines, either by submitting written suggestions or by attending one or more of the regional or national meetings.

No attempt has been made to list these guidelines in any priority. In other words, Guideline 15 is as important as Guideline 1. However, the system for classifying the guidelines is:

A. Specialized Education: Guidelines 1, 2, 3, 4

B. Professional Education: Guidelines 5, 6, 7, 8, 9, 10, 11, 12, 13, 14

C. General Education: Guideline 15

D. Institutional Responsibility: Guidelines 16, 17, 18, 19

These guidelines are suggestions for action. They describe the qualities and competencies which these teachers should possess as well as the processes for achieving these goals.

BUSINESS ADMINISTRATION CONTENT

WHAT:

A teacher should understand how the American business system functions and how a firm operates within this system.

WHY:

To prepare students for work in office occupations a teacher needs a broad understanding of economics and business administration.

Business is placing increasing emphasis on a total-systems concept in which each job is identified by its function and its relationship to the entire operation. This concept emphasizes the planning, organizing, executing, and evaluating of the management and operational functions of business.

HOW:

BUSINESS ADMINISTRATION CONTENT--Some suggested ways of achieving the objectives of this guideline include:

1. Requiring a sequence of courses in business and economics.
2. Emphasizing concepts rather than specific facts throughout the program.
3. Using the project and the case study method.
4. Providing opportunities for work study and field experience.

Guideline 2

JOB-LEVEL COMPETENCY

WHAT:

A teacher should have job-level competencies in those activities that he teaches and should understand how these competencies facilitate the administrative functions of business.

WHY:

A teacher is better equipped to teach those things which he understands and is able to do himself. To integrate knowledge, basic skill, and attitudes into a satisfactory work pattern, a teacher must possess both occupational competencies and a basic understanding of the administrative functions of business.

HOW:

JOB-LEVEL COMPETENCY--Some suggested ways of achieving the objectives of this guideline include:

1. Providing appropriate classroom experiences.
2. Requiring simulated office experience in well-equipped laboratories.
3. Providing out-of-school office experience.
4. Requiring competency in conducting job analyses.

Guideline 3

RELATED OCCUPATIONAL EXPERIENCE

WHAT:

A teacher should have related occupational experience in an office, supervisory, or management position.

WHY:

It is recognized that job competencies may be developed in the classroom. However, occupational experience adds a dimension that is essential for the office occupations teacher.

HOW:

RELATED OCCUPATIONAL EXPERIENCE--Some suggested ways of achieving the objectives of this guideline include:

1. Providing supervised work experience programs.
2. Requiring part-time or full-time work in a regular job.
3. Using cooperative work study programs.
4. Encouraging sabbatical leaves for experienced teachers to gain current office occupations experience.

CHANGING OFFICE OCCUPATIONS

WHAT:

A teacher should be aware of the changing nature of the economy and should understand the effects of change on the preparation needed for office occupations.

WHY:

Changes in the economy and business affect the skills and knowledges needed for office employment. The rapidity with which these changes are taking place demands that they be expeditiously reflected in the curriculum.

HOW:

CHANGING OFFICE OCCUPATIONS--Some suggested ways of achieving the objectives of this guideline include:

1. Providing teachers with an opportunity to keep abreast of business and economic change as indicated in such publications as newspapers, magazines, census reports, and economic reports.
2. Requiring teachers to participate in business, civic, and professional organizations.
3. Providing opportunities for teachers to attend special workshops, teacher clinics, in-service programs, and summer sessions.
4. Encouraging teachers to cooperate with state and local departments of education and teacher education institutions in conducting research, surveys, follow-up studies, and interviews in the business community.

DEDICATION TO EDUCATION

WHAT:

A teacher should have experiences that will develop interest in and dedication to the education of students for occupational proficiency.

WHY:

The effectiveness of a teacher depends upon his dedication to the education of his students. That dedication must be founded upon a conviction that what he teaches is vital to their welfare. Through this dedication, he should be able to prepare them more effectively to enter an office occupation.

HOW:

DEDICATION TO EDUCATION--Some suggested ways of achieving the objectives of this guideline include:

1. Recruiting teacher educators who demonstrate dedication to and enthusiasm for what they are teaching.
2. Recruiting and selecting prospective teachers through communication with high school teachers and counselors.
3. Requiring prospective teachers to participate in student and teacher organizations.
4. Requiring student teachers to attend high school faculty meetings.

TEACHING-LEARNING PROCESS

WHAT:

A teacher should have an understanding of and competency in the teaching-learning process.

WHY:

The skills of teaching and of creating positive classroom learning situations may be fully developed only when they are based upon an understanding of sound psychological and sociological principles. Therefore, an understanding of the nature of man and of the principles which facilitate learning is a prerequisite to maximum teaching effectiveness.

HOW:

TEACHING-LEARNING PROCESS--Some suggested ways of achieving the objectives of this guideline include:

1. Providing pre-service experience utilizing a variety of teaching procedures, including large-group and small-group instruction, team teaching, and micro-teaching.
2. Providing opportunities for learning experiences with various socio-economic groups through field trips and community activities.
3. Working with school testing centers in developing, administering, correcting, and interpreting tests.
4. Providing opportunities to observe and participate in current research activities.

INSTRUCTIONAL PROCEDURES

WHAT:

A teacher should be proficient in the use of instructional procedures, media, and techniques for developing office skills and concepts.

WHY:

A teacher should know not only what to teach but how he can best help students develop skills and learn concepts. Most individuals learn more effectively when a variety of stimuli are used. Consequently, a knowledge of what, when, and how to use multi-sensory devices will help to increase teacher effectiveness.

HOW:

INSTRUCTIONAL PROCEDURES--Some suggested ways of achieving the objectives of this guideline include:

1. Providing an opportunity to learn about such devices as team teaching, programmed instruction, micro-teaching, computer-assisted instruction, conventional audio-visual materials, and all other new teaching ideas.
2. Requiring participation in organized experiences designed to identify procedures, media, and techniques appropriate for developing skills and concepts.
3. Requiring attendance at demonstrations of new machines, techniques, and lectures or seminars on new developments.
4. Developing discrimination in the selection and use of textbooks and other publications available from business, education, and industry.

Guideline 8

CURRICULUM DEVELOPMENT

WHAT:

A teacher should understand the principles of curriculum and course development.

WHY:

There should be a systematic way to prepare students to enter office occupations. An understanding of the principles of curriculum and course development will help teachers develop appropriate plans. It is especially important that such planning be based upon an identification and analysis of the office service functions.

HOW:

CURRICULUM DEVELOPMENT--Some suggested ways of achieving the objectives of this guideline include:

1. Requiring teachers to study the principles of planning, constructing, using, and evaluating curriculums.
2. Providing opportunities through case problems and through participation on curriculum committees for practice in the development of curriculum and course content.
3. Providing an opportunity for teachers to become familiar with and to use the Dictionary of Occupational Titles as a basis for curriculum and course development.
4. Helping teachers identify the levels of competency in behavioral terms required in office occupations as a basis for curriculum and course development.

Guideline 9

PRINCIPLES OF VOCATIONAL EDUCATION

WHAT:

A teacher should understand the principles and philosophy of vocational education.

WHY:

Vocational education is an important aspect of the total educational program. It consists of a variety of specialized fields, one of which is office occupations. It is important that a teacher in such a specialized field understand the scope and role of vocational education.

HOW:

PRINCIPLES OF VOCATIONAL EDUCATION--Some suggested ways of achieving the objectives of this guideline include:

1. Providing opportunities for communication between teachers and representatives of different vocational fields.
2. Requiring teachers to participate in professional organizations related to vocational education.
3. Reading and studying State plans and Federal legislation for vocational education.
4. Helping teachers to meet and work with local and State directors of vocational education and with regional and national H.E.W. personnel.

Guideline 10

INNOVATION, EXPERIMENTATION, AND RESEARCH

WHAT:

A teacher should understand, appreciate, and keep abreast of innovation, experimentation, and research in education and in office technology.

WHY:

Teacher preparation should involve the development of tools for discovering research evidence, weighing its relevance, and developing concepts, values, tentative judgments, and generalizations. The willingness and ability of teachers to innovate, to experiment, and to use research results are essential to viable office education programs.

HOW:

INNOVATION, EXPERIMENTATION, AND RESEARCH--Some suggested ways of achieving the objectives of this guideline include:

1. Providing an understanding of survey research techniques as a means of securing information about the changing nature of office occupations.
2. Requiring teachers to undertake classroom experimentation as a part of their education programs.
3. Providing practice in the interpretation, evaluation, and application of research findings.
4. Encouraging teachers to report the results of their innovations and experimentations in professional publications.

Guideline 11

STUDENT TEACHING

WHAT:

A teacher should have student teaching experience in the occupational program for which he is being prepared to teach.

WHY:

Student teaching experience is vital to the preparation of teachers. This experience should provide the prospective teacher with the opportunity to relate his previous learning experiences to the occupational programs in which he will teach.

HOW:

STUDENT TEACHING--Some suggested ways of achieving the objectives of this guideline include:

1. Assigning student teachers to competent teachers who are enthusiastic about student teacher programs.
2. Providing supervision of student teachers by a qualified specialist in office occupations teacher education.
3. Requiring the student teacher to participate in and become familiar with the total school program.
4. Assigning student teachers to teach only in those classes in which they have demonstrated competency.

RELATIONSHIP TO TOTAL EDUCATIONAL PROGRAM

WHAT:

A teacher should understand the relationship of the office occupation program to the total program of the school and other educational agencies.

WHY:

A teacher will be more effective if he understands the relationships among the various programs in his school and in other educational agencies. This knowledge will help him to see how his office occupation program relates to other programs, how other programs contribute to office occupations, and how all programs contribute to the education of students.

HOW:

RELATIONSHIP TO TOTAL EDUCATIONAL PROGRAM--Some suggested ways of achieving the objectives of this guideline include:

1. Encouraging the teacher to volunteer his services for community responsibilities, especially to curriculum and accreditation committees.
2. Encouraging attendance at faculty and board of education meetings.
3. Developing team teaching projects that cut across departmental lines.
4. Requiring visitations to other community agencies.

VARYING ABILITIES

WHAT:

A teacher should be prepared to work with students of varying needs, abilities, and ages.

WHY:

The diversity of educational opportunities and job requirements is making office occupations programs available to a variety of persons. They include the gifted, the average, the slow learner, the economically deprived, the culturally disadvantaged, the young, and the old. Therefore, the teacher must be able to diagnose and understand the learning problems of these individuals.

HOW:

VARYING ABILITIES--Some suggested ways of achieving the objectives of this guideline include:

1. Providing instruction in the theories of individual differences.
2. Providing laboratory experiences to help teachers recognize the effects of these individual differences on the learning processes.
3. Providing field experiences with students of varying abilities and levels of aspirations.
4. Providing experiences that will help teachers identify, diagnose, and develop educational programs for students of varying needs and abilities.

GUIDANCE AND COUNSELING

WHAT:

A teacher should be prepared to assist students who are or might be interested in office employment as a career objective to make appropriate educational and vocational choices.

WHY:

The field of office employment offers a wide range of jobs. Because all students cannot be successful in all office jobs, a teacher should be able to help each student select the program best suited to his interests and abilities.

HOW:

GUIDANCE AND COUNSELING--Some suggested ways of achieving the objectives of this guideline include:

1. Providing teachers with the opportunity to learn about the procedures and techniques of educational and vocational counseling.
2. Familiarizing teachers with published occupational guidance materials and information about opportunities in the office occupations.
3. Providing teachers with the opportunities for counseling students, both individually and by groups, about their vocational and educational plans.
4. Helping teachers develop a knowledge of job entry requirements through community surveys, follow-up studies, and a study of the Dictionary of Occupational Titles.

GENERAL EDUCATION

WHAT:

A teacher should have a general education in addition to specialized preparation.

WHY:

A teacher may relate more effectively to his total environment if he has a general education in addition to his specialized preparation. General education (which includes such disciplines as behavioral sciences, humanities, natural sciences, mathematics, physical health, and communications) should help to channel his intellectual capacities to the goal of self-realization and responsible citizenship, and into those accomplishments generally accepted as the marks of an educated person.

HOW:

GENERAL EDUCATION--Some suggested ways of achieving the objectives of this guideline include:

1. Working with those responsible for general education in the development of subject matter, techniques, and media through which general education concepts can be learned.
2. Providing opportunities for teachers to develop ideas for themselves in small groups, in class discussions, by oral and visual stimulation, by reading source materials, and through independent study.
3. Providing a variety of course selections and specialized services planned to meet particular needs and goals of teachers.
4. Using community resources such as libraries, museums, and social and cultural agencies as a basis for enriching the general education program.

IN-SERVICE EDUCATION

WHAT:

A teacher education institution should cooperate with other agencies in providing in-service education for teachers of office occupations.

WHY:

All professions require that their members continue learning after the initial period of preparation. This requirement is especially important for the office occupations teacher, because technology in both business and education continue to change at an accelerated pace. In-service programs provide an effective way for the teacher to keep up to date.

HOW:

IN-SERVICE EDUCATION--Some suggested ways of achieving the objectives of this guideline include:

1. Publishing newsletters that include summaries of recent research.
2. Assisting in the identification and preparation of special instructional materials.
3. Establishing instructional materials centers available to teachers in the field.
4. Providing assistance to teachers in designing, funding, and conducting cooperative research projects.

EQUIPMENT

WHAT:

A teacher education institution should have up-to-date office machines laboratories and facilities.

WHY:

Modern offices are placing increasing emphasis on labor-saving machines. Teachers must know how to operate these machines and relate them to office procedures if they are to teach their students effectively. Therefore, teacher training institutions should provide leadership by equipping office machines laboratories with those business machines that require special knowledge or training.

HOW:

EQUIPMENT--Some suggested ways of achieving the objectives of this guideline include:

1. Providing adequate budgets for equipping office machines laboratories, shorthand laboratories, data processing laboratories, and the like.
2. Working with business advisory committees and professional groups to establish standards for equipment and facilities.
3. Providing "hands on" experience in modern machines laboratories for prospective and in-service teachers.
4. Renting or leasing office equipment in order to keep laboratories modern.

Guideline 18

PROFESSIONAL RESPONSIBILITY

WHAT:

A teacher education institution should strongly encourage that a teacher belongs to and participates in professional organizations.

WHY:

Because involvements and participation in business, civic, educational, and vocational education organizations provide an important vehicle for continued professional growth, early affiliation with and active participation in such organizations should be encouraged. The rate of change in education and technology is such that continuing professional development is an essential aspect of the teacher's education.

HOW:

PROFESSIONAL RESPONSIBILITY--Some suggested ways of achieving the objectives of this guideline include:

1. Having teacher educators show, by example, the advantages of joining and participating in professional organizations.
2. Requiring student teachers to belong to and attend meetings of professional organizations while they are in school.
3. Requiring student teachers to read and contribute to the literature of their professional organizations.
4. Providing opportunities for teachers in training to assume leadership roles and participate in professional meetings.

ARTICULATION

WHAT:

A teacher education institution should articulate its office teacher education program with those of other post-high school institutions.

WHY:

Effective recruitment is vital to teacher education programs. Students in post-high school institutions should be encouraged to prepare for a business teaching career.

HOW:

ARTICULATION--Some suggested ways of achieving the objectives of this guideline include:

1. Working with admissions officers of teacher education institutions to establish more realistic and uniform admission standards.
2. Establishing programs that make it feasible for students to transfer from other post-high school institutions.
3. Informing appropriate officials of other post-high school institutions about the programs offered by the teacher education institution.
4. Developing combined programs with other post-high school institutions to facilitate articulation.

APPENDIX

ROSTER

Office Occupations Teacher Education Clinics
Phases I and III*

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St. Cloud, Minnesota

Dr. William Pasewark
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Dr. Estelle Popham
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Dr. Donald Stather
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Prof. George Wagoner
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*Approximately 25 business educators attended each of the nine H.E.W. regional meetings (Phase II).

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Mr. Roy Poe
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General Teacher Educators

Dr. Harold Davis
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Mr. Kevin Ryan
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Dr. James Stone
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Vocational Teacher Educators

Business Education:	Dr. Donald Tate Arizona State University Tempe, Arizona Dr. Herbert Tonne New York University New York, New York
Distributive Education:	Dr. Ralph Mason Indiana State University Terre Haute, Indiana
Home Economics:	Dr. Alberta Hill Iowa State University Ames, Iowa
Technical Education:	Dr. Maurice Roney Oklahoma State University Stillwater, Oklahoma

Participants

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Mr. Charles Guatney* (Vermont)
Dr. Dean Malsbary (Connecticut)
Dr. Lester Sluder (Massachusetts)

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*State Supervisor

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Mrs. Prima-Lee Bryson (Maryland)
Dr. Jerre Gratz (Pennsylvania)
Dr. Oleen Henson (Pennsylvania)
Prof. Clayton Hinkel (Pennsylvania)
Dr. F. Wayne House (Pennsylvania)
Dr. Milton Olson (New York)
Dr. Elizabeth Ripka (Pennsylvania)

REGION III (District of Columbia, Kentucky, Maryland, North Carolina, Puerto Rico, Virgin Islands, Virginia, West Virginia)

Dr. Vernon A. Musselman (Kentucky)
Dr. Arthur S. Patrick (Maryland)
Mr. George Vanover* (Kentucky)
Miss U. Louise Whitlock (North Carolina)

REGION IV (Alabama, Florida, Georgia, Mississippi, South Carolina, Tennessee)

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Dr. Lytle C. Fowler (Mississippi)
Dr. Inez Frink (Florida)
Mr. Gilbert Harrison* (Tennessee)
Dr. Frank Herndon (Alabama)
Mr. Rex Toothman* (Florida)
Mrs. John Wade (Tennessee)
Mr. James H. Wykle* (Georgia)

REGION V (Illinois, Indiana, Michigan, Ohio, Wisconsin)

Mr. R. D. Balthaser* (Ohio)
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Dr. Harry Huffman (Ohio)
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Miss Jeanne Reed** (Michigan)
Mrs. Helen Sturdevant (Michigan)
Mr. Leslie Whale** (Michigan)

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Miss Louise Keller** (Kansas)
Mr. R. Charles Long (North Dakota)
Dr. James Morris (South Dakota)
Dr. Ray Price (Minnesota)
Dr. John Rowe (North Dakota)
Mr. Harlan H. Sheely* (Minnesota)
Dr. Audra Whitford (Minnesota)

REGION VII (Arkansas, Louisiana, New Mexico, Oklahoma, Texas)

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Dr. Frank Ferguson (Louisiana)
Dr. Vernon Payne (Texas)
Dr. Gerald Porter (Oklahoma)

REGION VIII (Colorado, Idaho, Montana, Utah, Wyoming)

Dr. F. Kendrick Bangs (Colorado)
Dr. Robert Kessel (Idaho)
Mr. Bert Masterson (Colorado)

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Mr. Dennis Roley* (Washington)
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